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ABSTRACT

This study builds on a previous report, Higher Education in Alaska, commissioned by the Alaskan Legislature in 1972. Suggestions and recommendations made in that initial report and the subsequent actions taken on them make up the body of the discussion. Along with a review of organizational and budgeting matters, of special interest is the discussion of the Alaskan community colleges, which are part of the University of Alaska system. The community colleges have emerged from university extension centers, and the philosophy of extension education is still influential in the new colleges. Although both transfer and career programs are available, funding for courses that are applicable to baccalaureate degrees is significantly easier to obtain. Occupational programs have not received as much emphasis as they need, and it seems desirable that vocational education be taken into the community college programs. Statewide planning and more specific attention by the regents is needed to make sure the community college system is organized for optimum efficiency and service. Toward that end, certain defined limits of autonomy must be allotted to the colleges to allow them to respond quickly to local needs. (MJK)

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HIGHER EDUCATION IN ALASKA

A Report

With Special Reference to the Community Colleges

Submitted to the

Interim Committee on Higher Education

Alaska Legislature

Representative Mildred H. Banfield, Chairman
Representative Helen D. Beirne
Representative John Huber
Senator Clifford J. Groh
Senator George Hohman

by

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January 1974

JC 750 044

FOREWORD

We set out to study and report on higher education in Alaska at the request of the Legislative Council and its Interim Committee on Higher Education. We were advised at the outset that the Committee would be concerned with three aspects of higher education in Alaska:

1. Maintaining the highest quality educational opportunity for Alaskans consistent with their needs and desires.
2. Insuring equal opportunity of access to post-secondary education for all Alaskans of all ages regardless of whether they have completed high school.
3. Obtaining maximum educational benefits, with as wide a range of opportunities as possible at minimum cost to the taxpayer.

These three points we kept in mind.

With the appointment of the new President of the University and other changes in organizational structure and personnel, the University, in a sense, begins a new era which can very well be another step toward more effective and more efficient delivery of educational services to the people of Alaska. We express to members of the Committee our sincere appreciation for the opportunity to have been involved during 1973 in a matter of so crucial importance to the people of Alaska, and, indeed, to many people far beyond her borders.

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COMMENDATIONS, CRITICISMS, AND RECOMMENDATIONS

We commend:

The members of the Board of Regents of the University of Alaska for overall policy decisions leaving the administrative task to appointed institutional heads and their staffs.

The constitutional provision for a single Board to govern the University and be the overall coordinating agency for all state-aided higher education in Alaska.

The University for its statewide University Council and a representative regional council in each of the three regions. Program decisions can now be made closer to the level of final implementation, saving time, producing better decisions and with improved morale.

The increasing use of students on important committees, including student representation on the Board of Regents.

The Legislature's appropriating an emergency fund for the use of the University.

The Board of Regents' establishing a second office in Anchorage for use by the President of the University when he is in Anchorage.

The Governor, Board, and Legislature for their special concern and response to the needs of academic facilities in Anchorage.

Increased use of community college advisory committees.

The Geophysical Institute for its external degree program and other promising innovations.

The Board of Regents of the University for the purchase of needed land from Alaska Methodist University and establishment of viable consortia with each of Alaska's two major private institutions.

The State Legislature for a Tuition Grant Program, based upon reason, designed to assist worthy students attending a private institution.

The University of Alaska's Academic Development Plan Committee to make a statewide study and future projections and the work done by the University of Alaska's Planning and Development Office.

The Alaska Legislature for timely appropriations for new academic facilities at Anchorage, at College, and at the community colleges about over the state.

The Legislature, the University, and the people who support it for a basically sound and viable organization for delivering higher education, research, and related services to the people of the state.

Alaska Methodist U versity for innovative educational activities.

The concept of extending the responsibility of a community college for services and administration beyond its own immediate campus.

The Board's designating a vice president of the University to represent the community colleges at the level of the Board of Regents and of state government.

All those in Alaska who are able to use individualized instruction and other instructional media efficiently.

We are critical of:

The use of formula or program budgeting without adequate assistance from a representative committee.

The transfer of funds specifically appropriated for the use of one segment of the University to another.

The lack of liaison between the Boards of the University and each of the two private institutions in the state.

There has been no organized graduate college and no significant change in the organization for graduate study either ir College or at Anchorage during the past two years.

The lack of attention to the state's skill centers or to making the University responsible for them.

The low level of faculty salaries throughout the University system, especially in the higher ranks.

Unresolved conflicts over curricular matters involved in the two consortiums.

The lack of communication between institutions seeking grants in closely related areas.

The reported lack of uniformity in the regional administration of statewide services.

The failure of institutions, each accredited, to grant comparable amounts of credit for work taken in one of them.

The separate administration of the state's community colleges and its public vocational and technical schools.

We recommend:

Changing certain titles of certain chief administrative officers of the University of Alaska as seems most feasible.

Placing responsibility for all public post-secondary education, including vocational and technical programs with the University of Alaska.

Retaining Anchorage Community College as a division of the University of Alaska at Anchorage and make the proposed Tanana Community College a division of the University of Alaska at College.

More frequent meetings and increased use of the Association of Community College Directors.

Alaska's community colleges becoming increasingly cultural and recreational centers of their respective communities.

Using the Institutes at College more as partners in the academic life of the University.

Increased attention to communications within each unit and throughout the entire system of the University of Alaska.

Establishing a commission on post-secondary education to better coordinate all higher education in Alaska but leaving control of all public higher education with the Board of Regents, as it is at present.

Special additional appropriations of catchup funds for library improvement.

More critical analysis of student needs in the Sitka area by the Consortium Committee.

Better studies of graduates of the community colleges, including dropouts, and the experience of those who transfer to four-year institutions.

Planning that includes consideration of the need for a research center, or institute, probably largely concerned with applied research in Anchorage.

Inclusion of vocational and technical programs in the community colleges wherever possible.

The community college directors and their faculties participate more in the formulation of general policies and in the development of programs for their institutions.

Retaining the University of Alaska system as it is, including the community colleges as a part of the system.

Substantial increases in all faculty salaries budgets throughout the University of Alaska system.

Uniform out-of-state fees by educational level throughout the University.

Restricting out-of-state enrollment to twenty percent of the total enrollment in the senior colleges and to ten percent in the community colleges.

Increasing the non-resident registration fee.

More autonomy for regional and local administrators and faculties.

Revenue parking at Anchorage.

More vocational and technical education with an urban thrust for the Anchorage Community College.

More international programs at the University of Alaska at Anchorage.

More attention to interdisciplinary programs, especially at the graduate level.

Dropping the requirement that Alaska Methodist University raise a certain percent of its operating budget in order that its students be eligible for tuition grants.

That the President of the University be invited to meet with the Community College Advisory Committees periodically.

More stable funding of vocational and technical programs.

Closer association of the Institutes at College with related academic departments in the University.

A new community college law providing general conditions for starting any new college.

Improved budgeting for the community colleges to permit coordinating funds received from various sources and better advance planning.

Fees, tuition, and sales funds generated by a community college should, wherever possible, be made directly available to the community college.

Minimal control over community colleges by academic faculty not familiar with the comprehensive community college idea.

Continued development of the concept of the community college assuming responsibility for certain extension and other services beyond its immediate village or community.

The complete comprehensive community college as an ideal for Alaska even

though some communities cannot achieve it completely in the foreseeable future.

Establishing new community colleges when there are assurances that certain general conditions are met and that Board of Regents' criteria are satisfied.

An appropriation to construct a much-needed conference center on the Auke Bay campus of the University of Alaska in Juneau; this is repeating a recommendation made in an earlier report.

A BRIEF REVIEW

The report, HIGHER EDUCATION IN ALASKA, submitted to the Legislative Council through its Committee on Higher Education in January 1972, contained a number of recommendations which, it was felt, would be of interest to many different people interested in higher education in Alaska. Not all of the recommendations were addressed to the same people. The report indicated further studies that should be made and included a most important suggestion, namely, that legislators, businessmen, academic administrators, teachers, and students all need to have significant input into future modifications or changes in higher education in Alaska. This is so because any changes that are made should be directed toward the ultimate discovery of the educational pattern and operational procedures which will have the greatest probability of providing the highest quality of educational opportunity for the largest number of people in Alaska who desire and can profit from post-secondary education - all of this at the lowest possible cost to the taxpayers. Some of the concrete suggestions and recommendations made in that initial report and subsequest actions on them follow.

Certain changes in the organization of the University were suggested. Strengthening the concept of regionalization was recommended and this has proceeded with full acceptance by most of those concerned. Alaska was commended for having a single Board of Regents. We would still commend the Board for its overall management of important policy matters affecting the University. There was no action on our recommendation that the executive officer of the Board be called "Chancellor of the University," but that is difficult to accomplish, probably requiring a constitutional change.

The related recommendation that each of the three chief administrative offices in the regions be changed to "President," and the title "Provost" be dropped,

if and when the title of the chief administrative officer of the University is changed, obviously must wait. These recommendations still stand. It may require some time to bring them about. The recommendation that there be a statewide university council, and a regional council, in each region has been carried out, apparently with most satisfactory preliminary results.

The University, in reorganizing the assembly, created a larger representative statewide assembly and three regional assemblies, one in each of the three regions. This action by the faculty represents a significant step toward decentralization. There is greater autonomy at the local level now, and program decisions are made at the level of the local regional council, whereas previously they had to go to the University at College where faculty members are primarily oriented toward baccalaureate programs and have little personal experience of the needs of being served at the local level through the community colleges. This and a corresponding change in overall attitudes auger well for future improved working relationships and the exercise of more local autonomy.

This arrangement produces more important decisions made nearer the local level and, thus, it is believed, contributes to better decisions and a saving of time which is often quite important. The statewide university council appears to be well-conceived and functioning satisfactorily from the point of view of administrators and faculty alike.

The recommendation that students be included in committees of all kinds and the university council, as full-fledged members with voting rights, has even resulted in Legislative actions providing for a student member on the Board of Regents. All reports indicate that students are helpful in the various committees and boards where they serve.

Our recommendation that some kind of formal provision be instituted to bring about liaison between the Board of Regents, the Board of Trustees of Alaska Methodist University, and the Board of Trustees of Sheldon Jackson College

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has not been acted upon to date. The Board of Regents has made some changes in its rules, but apparently there has been no policy change that would restrict the chairmanship to a maximum of two years consecutively as was suggested in the report.

The recommendation that the Board of Regents appoint a study commission of persons to be recommended by the President to develop a formula for budgeting has not been carried out as recommended. However, the University has studied this problem and is moving toward more refined instruments of formula budgeting. More people throughout the University system are increasingly having a significant role in the preparation of the budget. However, deans and directors are still not as completely involved in the process as recommended. The recommendation "once the budget has been prepared and approved by the Board there (should) be no arbitrary transfers of funds, or even the suspicion that there has been arbitrariness" has been overlooked.

The recommendation that an emergency fund of not less than five percent be appropriated to the Board of Regents for use throughout the University system, with carryover privilege, was provided in lesser amount by direct appropriation to the University but a larger sum is still needed and recommended as a goal for the future.

The recommendation that the Office of the Board of Regents be established away from the campus at College has partially been carried out by provision for the new President to divide his time between College and Anchorage. Certain administrative functions have been decentralized as suggested.

The recommendation VII, that top priority be given for construction of facilities at Anchorage, has been followed, and, in addition to the new classrooms and offices available in the consortium library building, a new office and classroom building being built adjacent to the library will soon be completed. The auditorium at Anchorage Community College is nearing completion. Since the report was submitted, bold strides have been taken to build academic

facilities to cope with the burgeoning enrollment and substantial increases in operating funds have been appropriated, but these are still not enough to permit the University of Alaska at Anchorage to catch up and make salary increases to enable the University of Alaska at Anchorage, including the community college, to attract and to hold top faculty and staff. University personnel and the Board of Regents have emphasized these needs in Anchorage in budget requests before the Legislature.

There has been no action in regard to the transfer of vocational education to the University. The recommendation is repeated here with increased urgency. Alaska is not alone in having a dual system for the administration of its post-secondary education. Many states have vocational schools under the Board of Education. Such an arrangement can be justified inasmuch as there are vocational programs in the secondary schools under the State Board of Education. However, the Commissioner of Education, and the Board, have large and time-consuming responsibilities directing the total elementary and secondary program for the state. There are good logical reasons for including vocational education with all other post-secondary education, including the vocational and technical programs for students who have completed secondary school, or who have for some reason discontinued their schooling prior to graduation from high school, within the same administrative structure as the community colleges and University. Alaska might well include vocational and technical education as part of community college programs in communities where such colleges exist. Vocational schools or programs in other schools where there are no community colleges could be administered through the University and the community colleges. The University is already administering extension work throughout the service area of some community colleges through the community college. Such vocational schools as might be physically separated from a college could well be administered by the corresponding area community college. Such an arrangement would be consistent with the Alaska

Statutes which clearly intended that all post-high school education be the responsibility of the University.

The recommended "new emphasis on the two-year community college" is in the making. Administering vocational education as a part of the community colleges would strengthen them and further emphasize their importance in the community. Many of the career type vocational programs will be better suited to the needs and interests of many young people and provide trained personnel in fields where there is great demand at the present time. It should be emphasized that jobs for graduates from the baccalaureate programs are becoming increasingly difficult to get while persons trained through the vocational and technical programs are in great demand. All over the United States a new emphasis is being placed on the fact that a four-year baccalaureate degree is not the only basis for success and usefulness in life.

We would point out that in the past it has not generally been considered the role of the University to promote and to direct vocational and technical programs. Many universities are becoming increasingly interested in the preparation of young people for useful work, whatever it may be. It is the University that can do most to promote the idea that there can be usefulness and prestige in useful work of high quality for which there has been good training and preparation.

Recommendation IX, that a community college should be a division of the four-year state college or university that is located in the same city, is as valid as it was when the report was written. Some still think of the Anchorage Community College as a separate institution rather than as a division of the University of Alaska at Anchorage, and in view of the renewed interest in the proposed Tanana Valley Community College in Fairbanks, this recommendation is of even greater importance. The new career center building worth approximately 5.5 million dollars at the edge of the University campus at College, would appear

to provide ideal space for a whole range of career and vocational-type courses, while the University has space on campus to take more students including those who would pursue transfer-type community college work. With appropriate agreements between University administration and proponents of the so-called Tanana Valley Community College, the college could be in operation immediately, without further addition of expensive facilities, as a part of the University of Alaska at College. This is strongly recommended for it is believed that a significant majority of the Fairbanks community would welcome the arrangement once the possibilities are clearly understood. The arrangement would be similar to that in Anchorage, and in Juneau where there are a number of non-credit and vocational courses taught in downtown Juenau while college transfer and other vocational courses are taught at the Auke Bay campus.

Since the original report was filed Alaska has moved a long way in its appreciation and strengthening of the community colleges to make them the comprehensive type community colleges Alaska needs. The Alaska Association of Community Colleges, which is still an informal association of the community college directors, should receive continuous encouragement and the directors individually and collectively should be called upon as often as possible to provide information and other advisory help to the University.

The recommendation that the Community College Advisory Committees be strenghtened is being carried out with good results.

The following paragraph found on page 212 of the original report seems appropriate enough to be repeated here at this time:

"There are advantages to a community college and to the University when they are together on one campus. Two-year and technical and vocational programs are successfully operated on university campuses in other states (increasingly so). It is found that the quality of instruction in the two-year programs is improved through closer ties with other activities on the university campus.

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Economy in housing of students and in providing classrooms and equipment that can be used jointly with some other university departments are possible."

The recommendation that the institutes be increasingly utilized as partners in the academic life of the University has not been as widely followed as was contemplated when the recommendations were written. However, it is significant that the Geophysical Institute is introducing a degree program with the approval of the faculty of the University, and it appears to be well-received throughout the University. There is still much more that might be done through the use of highly-qualified personnel in the institutes where they can contribute teaching and other services in the academic departments of the University. Collaborative efforts of this sort proceed slowly. A good beginning already augers well for the future.

The recommendation that the Board of Regents establish a graduate college on each of the two principal university campuses has not been accomplished; however, this is one matter the University might better consider as a part of its own study and evaluation looking toward the future which is just now getting under way. The recommendation, we believe, is still valid, although the precise name of the organization for the administration of graduate work may be something other than "college."

It was suggested that the state skill centers which were being budgeted at one point at nine million dollars per year be a part of the community college system. This matter should be studied by the University during its own self-studies and its findings made known throughout the state. If the University is prepared to administer these centers through community colleges or through its statewide services more economically than is now the case, it should be given consideration for the future.

To the best of our knowledge, the Board of Regents has given no thought to reviewing its personnel policy regarding faculty and staff retirement.

The recommendation for the purchase of land from Alaska Methodist University and for the enhancement of a consortium between the University and Alaska Methodist University at Anchorage and the consortium between Sitka Community College and Sheldon Jackson College in Sitka, each consumated by written agreements, provide two consortiums that are working and which are probably not duplicated precisely the same way anywhere else in the United States. An additional unique arrangement was effected by appropriate legislation providing funds for tuition grants to students attending Alaska Methodist University or Sheldon Jackson College in an amount sufficient to permit continued existence and operation of the two private institutions for higher learning in Alaska, and at the same time, the tuition grants are in amounts that can be justified in terms of what it would cost the state to provide corresponding educational opportunity through the University system. This is accomplished by a provision that the tuition grant to a student is the tuition charged by the private institution, less the fees charged by the corresponding state institution in the same community but not to exceed $1,400. This is one of the best tuition grant programs in the nation from the standpoint of assistance to the individual student.

One of the most important recommendations, recommendation XVI, pertaining to launching a major statewide study by principal administrators, deans, faculty, and students of the University, to study the University, look ahead and establish priorities for the future, was wisely left until the arrival of the new President who has already established an appropriate steering committee that is rapidly moving ahead with the organization for such a study and evaluation. The twelve specific suggestions can better be stated in terms of the charge to the steering committee now getting under way. The President and faculty alone are in best position to determine now what specific directions such a study should take. Great benefit to higher education in Alaska will result from a vigorous pursuit of this study.

While the capital improvements that were recommended as the last item in the initial report were reduced in overall amount, the Legislature has subsequently made additional provision to obtain the most urgently needed facilities on the list.

A second report on higher education in Alaska was submitted in September 1972. It concerned the situation in Anchorage primarily. This report made a detailed analysis of the working consortium between the University of Alaska at Anchorage and Alaska Methodist University and of the legislation and working procedures for the administration of the tuition grant program in Anchorage and in Sitka.

A third report, based primarily upon follow-up visits to Sitka, College, and Anchorage, was submitted in January 1973. It was concerned with an analysis of conferences with all those participating in either of the two consortia arrangements and steps that were being taken to improve working relationships between the two partners in each consortium.

There is much evidence of the essential soundness and validity of the state system of higher education in Alaska. The system itself, and the Legislature, have been responsive to the need for change while preserving the essential philosophy and organization of the University, created by the Legislature and supported by the people of the state.

Another section of this report is concerned with a more detailed analysis of the community college portion of the state system. We repeat our commendation of the Board of Regents and the administrators whom they have appointed to develop the concept of the statewide system embodied in the constitution and legislation, preserved and strengthened by successive Legislatures. It is a structure within which institutions of initiative and pride in their own idenity could evolve while, at the same time, there has been statewide coordination which has permitted local autonomy and uniqueness that is so essential in a state

that probably requires a greater diversity of educational programs than any other state in the Union.

The need for better communications is still an urgent problem which the new university administration proposes to do something about. Improved budgeting is more urgent than ever before, while better means of reporting and accounting to the public are becoming increasingly necessary. Alaskans are justifiably proud of their educational institutions. We still find enough mutual trust and respect throughout the state to predict continued improvements as the system matures in its service and accommodation to the somewhat unique requirements of higher education in Alaska. Better cost comparisons and improved accounting and gathering of information that are important in management are evident.

We believe that, regardless of any federal requirements, the establishment of a commission on post-secondary education for Alaska might still be worth consideration. If such a commission were to be established by statute, that statute should very carefully provide for the representation on the commission suggested in federal guidelines for the commission that was at one time proposed. We refer to what had been known as the "1202 Commission." A bill drawn by the Legislative Affairs Agency incorporates our recommendations. The urgency which was felt at one time because of federal funding programs apparently is no longer present.

It must be emphasized that the proposed commission on post-secondary education as recommended would be a coordinating body only. It would have none of the powers of the Board of Regents of the University except those duties that pertain to coordination and which extend beyond the concerns of the University itself. If the commission should also assume the duties of existing councils, such as the Council on Financial Aid, it would have authority over those matters, but in no case would the commission coordinate the efforts of the Board of Regents of the University with other educational agencies, except that the commission may request certain kinds of information which will enable them better to make

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recommendations regarding such matters as the establishment of new educational institutions at new locations, etc. This seems to be the unique time in history for the establishment of such a commission for decisions will be made during the next few years affecting statewide higher education which would have irreversible consequences for the University and for the state.

Alaska's two private institutions, Alaska Methodist University and Sheldon Jackson College, have become rather heavily involved in basic adult education and related community service programs. Each of these institutions can justify moving into these areas which are not normally associated with the private liberal arts college and it may be presumed that the availability of federal funds to support such programs has had a great deal to do with encouraging the institutions to expand in the remedial, vocational, and community service directions. The fact that federal funds make these kinds of programs possible in the private institutions means that they are also as uncertain as is the future of federal funding of such programs. They are programs that are highly vulnerable to being left stranded without adequate support. Therefore, this danger must be taken into consideration in any long-range considerations of these needs on a statewide basis.

Alaska is uniquely able to develop consortia, exchange of facilities, use of facilities, and cross-registration of students between institutions. There is a need for careful attention to the development of library facilities. Catch-up funds are needed, but they can be minimized by careful attention to avoiding duplication of purchases, except in regularly used items, and the fullest use of microforms. The use of inter-library loans is significant, but the time and cost factors involved are more of a problem in Alaska than in most other states. Inter-library telecommunications services should be explored.

HIGHER EDUCATION IN ALASKA

The state of Alaska developed a structure for higher education at the outset that will in the long run probably prove to have many advantages as a means of assuring statewide coordination and administration. The single governing and coordinating board is able to bring about the development of effective community college services for the people of the state, coordinated with the senior colleges, within the levels of funding available. By putting all state-aided colleges and universities under the one state authority - the Board of Regents - the structure thus provided should avoid costly duplication of programs.

The state needs a single educational authority with statewide responsibility which can identify the overall needs of the state and set priorities when needs exceed available resources. When community colleges are local institutions, without state support, they often have great difficulty obtaining sufficient funds to permit them to develop programs attractive to students or even to provide more than a very limited program. When there is no statewide responsibility for community colleges unproductive duplication of services and programs, and serious program gaps, tend to appear. Without some kind of statewide authority, there is no easy way to determine how well the needs of the people are being met. Local pressures and political factors, rather than a carefully conceived overall plan, often determine the development of community college programs.

The fear that a statewide system invites bureaucratic uniformity and control, and limits freedom to innovate and adapt educational programs and services to local needs, can be met, and is being met, by statewide agencies, sensitive to the true nature and unique character of the American comprehensive community college. Where there is no statewide system, it has been found necessary to develop

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mechanisms for reviewing the budgets of all of the state colleges and universities together before they are presented to legislative bodies.

The Board of Regents can encourage the most efficient and effective use of resources and make a rational determination of priorities statewide. Equally important, they can identify needs and represent the needs for the kinds of services the community college can provide before all those who are responsible for final appropriations. Without statewide coordination, there is generally a need to limit the duplication of some of the more glamorous programs and to encourage the development of less attractive programs that are needed. Actually, the various units in a statewide system can avoid exhibiting an undesirable uniformity that is often found among institutions as competitive independent community colleges. The State University and its Board of Regents must be alert to the needs for programs and services that are appropriate, first in the various communities where the community colleges are located, and second in the state as a whole. In this way, diversity rather than uniformity will be encouraged. Through its regional organization, Alaska is, in a sense, able to enjoy the best of two worlds, for the regional administration should be more sensitive to local needs but the provosts in turn coordinate their efforts through the State University.

The Sitka area is a good case in point, even though at this moment a more systematic study should be made of the needs of students in that area.

In the entire field of home and family life or child development, the consortium at Sitka offers two courses, one in developmental psychology and one in child development, which Sitka Community College gave for the first semester, while for the second semester Sheldon Jackson College has scheduled "Marriage and the Family." Courses such as meal management/foods, child nutrition and health, consumer education, clothing/textiles, or home management, listed in the University of Alaska catalog, are not available. This appears not to dovetail well with the Sheldon Jackson College program, for their enrollment of young women is at an all-time high and a SJC consultant has indicated the need for courses in these

areas. There is some concern about the fact that the course in development psychology at Sheldon Jackson College corresponds quite closely in subject matter with the course in child development at the Sitka Community College. We would suggest that the consortium curriculum committee in Sitka consider such matters. The President of Sheldon Jackson College has pointed out his concern that both institutions seem to be pointing toward education for teachers and neither is doing anything about the kind of education that young women, who will become mothers, need. We commend these kinds of considerations to the committee for consideration at an early meeting.

No one seems to know exactly what happens to graduates of the community college or of Sheldon Jackson College. Some people look over the curricula available and see what they describe as a need for additional home and community-oriented courses. There should be courses concerned with family living and such conventional home economics courses as would assist students in learning cooking and sewing. Sheldon Jackson College has not gone into these areas because of their intent to stay out of the vocational educational area in accordance with their agreement with the community college. Yet, the community college has not seen fit, or been able, to introduce these courses either. This matter should be studied locally and appropriate recommendations made to the consortium curriculum committee.

A total of twenty-one students registered at Sheldon Jackson College are taking courses at Sitka Community College for a total of ninety-one credits, and one student is carrying three hours without credit. This is equivalent to three and a half full-time-equivalent students moving from Sitka Community College to Sheldon Jackson College for their courses. Almost all of the courses taken by Sheldon Jackson College students at the community college are "typewriting" and "office procedures." On the other hand, students from Sitka Community College are variously enrolled in seven different courses there.

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Shifting our consideration to Anchorage briefly, we repeat an earlier recommendation that sooner or later research activity must develop in Anchorage. The recommendation that there be a research center, or institute, located in Anchorage seems as important today as when it was made earlier. Careful planning for the proper development of the University's overall program in Anchorage is important now and will become increasingly important in the years ahead.

Programwise it is recognized by the University administration that Anchorage needs to plan for vocational-technical education of the sort that would have an urban thrust. Located at one of the "crossroads of the world," it would seem that the University of Alaska at Anchorage needs to give increasing attention to its international programs.

Unfortunately, the problems incident to traffic flow about the campus in Anchorage loom large in projecting ahead, say, for the 1980's.

Parking at Anchorage continues to be a major problem. It would seem that there is no alternative to revenue parking for Anchorage even at the grade level. Currently, planning at the University assumes that approximately 17,500 FTE students is the maximum number that could be accommodated at Anchorage and that 7,500 FTE students at the community college would be as many as could be handled there even on an extended schedule. So, looking ahead, those who are planning for the future University find it necessary to think about alternate sites for future community college development in Anchorage.

While the University of Alaska at College is expected to recover from the temporary drop in enrollment, especially if the Tanana Valley Community College is established as an administrative unit of the University, it is not likely that the University of Alaska at College will experience the substantial future growth that must come at Anchorage.

The University and its planning and development office are to be commended for the forward planning activities being pursued, especially in matters having to do with budgeting and with physical plant and facilities for the years ahead.

One issue for which the state of Alaska has found no final definitive answer is whether there should be a separation of the community college programs from the vocational and technical programs. Nationally, the practice varies. In Alaska some colleges include vocational programs of certain types. There are also vocational schools operated independently of the community colleges and of the University. Some feel that this is necessary because they say University faculties are reluctant to admit students, even to vocational programs, who do not meet the usual admissions requirements for baccalaureate programs. Also, some believe that vocational programs will be poorly treated if they are a part of the total University and that they will receive only leftovers of students and financial support if they do not have a separate and distinct status apart from the University.

On the other hand, more and more colleges and universities are including vocational programs so that they have mixed student bodies with students enrolled for occupational programs on the same campus along with those pursuing baccalaureate work. Those who have had no experience with such a student mix sometimes express the fear that the academic work for those who go on to a four-year baccalaureate degree would not have been of as high quality as it would have been if only students intending to pursue the four-year degree had been admitted and allowed to pursue lower division work together. We know of no evidence to prove the point.

It is also argued that professional snobbery makes it hard to get well-qualified faculty members to teach the academic work in a vocational type school.

One important advantage of the comprehensive community college, which includes vocational and career type work, is that students are free to shift their objectives from one type of program to another. Many students just out of high school either on their own, or often at the suggestion of parents and others, decide to work toward a baccalaureate degree, and then discover they would much prefer a career or vocational type program. On the other hand, there are students who start the work in a vocational program and then discover that they

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would rather be taking a technical or professional program. The comprehensive community college permits students to make the best choice of objectives within their own individual set of circumstances. If they choose wrong the first time, it then permits students to shift and pursue a more appropriate curriculum. Where there are comprehensive community colleges that handle all post-secondary education, much unproductive duplication of programs and facilities as well as administration and services is avoided. It is especially important in Alaska to note that a comprehensive institution of feasible size can be operated in locations where the population is not sufficient to justify separate institutions. Some people view a dual system of post-secondary education as one that assumes that some occupations have greater worth and dignity than others, which is contrary to the democratic idea and in no way relates to the needs for services and manpower in a complex society.

For these reasons, we would recommend that Alaska work toward including the entire range of occupational education needed by the state and by those who are graduating from high school, but including vocational and technical training in with the comprehensive community colleges, where these exist, and even utilizing their administrative help to serve communities where such colleges do not exist.

Comprehensive community colleges can serve Alaska more effectively, and better serve the needs of individual students, than two separate and distinct systems, especially when each of them is underfinanced. Within such an institution students can set their educational goals and then change them as they may decide to move into a different program of study more in keeping with their objectives, talents, and interests. Being able to do this without changing schools serves to preserve the dignity of those who should be taking courses which society has, in the past, held to be less prestigious. It is more likely that students in such broadly conceived institutions will be taking work that is more consistent with their interests and abilities. The

academic excellence of traditional college transfer courses in the comprehensive community college can be just as high as it is in those that operate separately without any vocational or technical programs. In fact, studies show that there are no significant differences in the quality of the transfer type courses whether taken in the junior college or in a more broadly based comprehensive community college.

The very fact that some people tend to assign greater prestige to some types of educational programs than they do to others may be an important reason for providing them all in a single institution. This tends to prevent the image of a class concept and invite its perpetuation.

A year ago, the Board made it possible for the community colleges to have access directly to the Board through one of the University's chief administrative officers. The vice president of the community colleges has been given a new title which still permits him to represent the colleges directly at the Board level, although it is likely that the regional provosts will work more closely with the community colleges in each region.

At various times during public hearings, there has been testimony to the effect that community college needs are under-represented to the Board of Regents, and to those in the University who approve the initial budget request, and finally to state legislative committees and legislators who are responsible for state appropriations.

In Alaska the change requiring the University to exhibit a line item for appropriation for each community college in its budget has helped tremendously, even though this was violated in one instance. Such line items of appropriation are adhered to regorously by regions, but a transfer within one of the regions resulted in serious criticism by a community college which interpreted the Board's decision as taking something away from the college by transferring funds to another item of expense within the region. It would seem that preserving the right to

make shifts within the region can be useful, and a good thing, if better provisions for carrying out the decision-making process are instituted.

At some of the public hearings held during the past year, some community college people have expressed concern that if the community college is not a part of an independent system of such colleges, there is a tendency for them to be treated like the secondary schools, or like traditional colleges and universities, and they are neither. It would seem that just as the Board of Regents delegates the control over academic programs and policies to the administration and faculty, the control of community college programs and policies and programs. No one can know as well as the faculty how best to achieve the distinctive progress of the community college. The community college directors and their faculties know that they must serve some students who are not qualified to pursue baccalaureate programs by teaching courses whose principal orientation is other than pure scholarship in the traditional academic disciplines which meet the requirements for baccalaureate degrees. Those who fail to recognize that fact miss the point in establishing the community college in the first place.

Alaska is committed to the concept of the community college as a part of a more inclusive system of post-secondary education. The articulation of education programs of all kinds designed to serve those who have completed high school, or those who have dropped out and who are older, permits closer identification of the community college with other university programs rather than with the elementary and secondary schools. This gives the community college greater prestige which helps to attract students and their parents; also, it becomes an especially significant element in the general morale of faculty and administrators. It attracts better qualified faculty members, and contributes to higher quality performance in the community college when it is identified with the University.

While there are examples of good community colleges that are independently organized and operated, there seems to be a trend toward the Alaska arrangement that permits the entire range of post-secondary effort from vocational and technical courses through baccalaureate and graduate programs to be found together in the same institution so that easy transfer from one program to the other is possible, duplication of facilities can be avoided, and a sort of mutual stimulation enjoyed. For similar reasons law schools and medical schools, which have occasional post-doctoral scholars working in them, have preferred to remain a part of a university where baccalaureate and professional school candidates pursue their studies side by side on the same campus to the advantage of both.

To sever the relationship of the community colleges with the University might open up the possibility of including them with the vocational schools under the State Board of Education, which already has the heavy responsibility for elementary and secondary education throughout the state. This, we believe, would not be desirable.

The University has strengthened the regional organization giving more autonomy to the provosts over the institutions in their respective regions, so that the community colleges are already receiving more of the services they need from the University. They seem to be having more opportunities for input and determination of their own destinies while at the same time they are more effectively making themselves heard through their spokesmen to the Board and through their ability to respond more readily to their own local needs. Thus, from the point of view of the University, in its approach to the Legislature, the regional institutions strengthen the hand of the University before the State Legislature and thereby assist the University in its efforts to obtain the funds they must have for the entire University.

At this point it appears that the University of Alaska enjoys a basic

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organizational structure that would seem to afford it the highest probability for the maximum of accomplishment and service in the years ahead, subject to the motivation, capacities, and skills of administrators and faculties which are the primary determinants of success under any type of administrative organization.

THE UNIVERSITY OF ALASKA AT COLLEGE

The University of Alaska at College has made gains in some respects, held its own in some respects, while it has lost ground in others. The new facilities, completed during the past year, and those under way currently have already made evident substantial improvements on the campus. On the other hand, faculty salaries at College are relatively no better than they were two years ago.

This low level of faculty salaries is one of the very urgent problems for the University. On the AAUP rating at College, professors rank in category 3, associate professors in category 1, assistant professors in category 1, and instructors rank 1.* The latter means that instructors are paid in the upper five percent of all instructors in universities giving the doctor's degree in the nation, while professors in category 3 are in the lowest forty percent of professors nationwide. This distribution of ranks by categories shows the response of the University to problems of employing competent, new people. In order to bring in new faculty as instructors, a very high salary, relatively, must be paid to instructors while those who have remained on the faculty, earning their way up the ladder, are paid the lowest relatively. While these categories are high in absolute terms, it must be remembered that no account is taken of the differential in the cost of living in Alaska. If a forty percent differential in the cost of living is taken into account, then Alaska's salaries would be among the lowest in the nation for universities that offer the doctor's degree. This, too, is a matter of urgent concern to the new President. We can only recommend that the salary budget of the University be increased substantially and that the University continue to study its own staffing problems to the end that every possible means of income may be employed to permit prompt improvements in the salary scale.

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The academic credit hour and enrollment summary of the University is of considerable interest as it shows a total statewide increase in enrollment for the fall of 1973 over 1972 of approximately three hundred students, while the University of Alaska at College shows a loss of two hundred thirty students for the fall of 1973 in comparison with the enrollment one year earlier. The table on the next page shows a comparison of fall enrollments for each of the units of the University of Alaska for the past four years. The first column for each year indicates headcount and the second column full-time-equivalent students for the fall semester. The figures of 1973 are actual except for Kenai and the three regional centers. Their enrollments are estimates made just prior to the time when their fall registration was completed. It is of interest to note that of the 2,928 students enrolled at College, a total of 1,042 are registered for fewer than twelve hours. The full-time-equivalent of the part-time students is 265, giving a full-time-equivalent for the total campus enrollment of 2,119 for the fall of 1973.

There are 2,316 Alaska residents enrolled at College, while 555 students come from other states and 57 from foreign countries. There are 144 students enrolled of Eskimo origin, 119 Indian, and 17 Aleuts. The Alaskan students come from 126 different cities, towns, and villages in Alaska, with Fairbanks leading the list with 1,177 and Anchorage is third with 175. There are students from every state in the union except Delaware and Washington, D. C. Nineteen different foreign countries are represented in the University of Alaska at College this year. It is of interest to note that of 434 high school graduates of the Fairbanks area high school, 107 are enrolled at the University at College, while only 38 graduates of any of the Anchorage high schools are enrolled at College.

What is needed in Fairbanks, we believe, is a community college that is an administrative unit within the University at College but organized to give better visibility to the community-college-type programs throughout the community, and

COMPARATIVE ENROLLMENT SUMMARY
AT THE UNIVERSITY OF ALASKA (STATEWIDE)
SHOWING FALL HEADCOUNT AND FULL-TIME-EQUIVALENT ENROLLMENT
1970 - 1973

UNIT	1970 HC	1970 FTE	1971 HC	1971 FTE	1972 HC	1972 FTE	1973 HC	1973 FTE
North Regional Center	434	102	427	98	839	159	1,002	190
University of Alaska at College	2,681	2,187	2,958	2,417	3,158	2,535	2,928	2,237
Southcentral Regional Center	200	43	244	120	189	49	224	62
Anchorage Senior College	1,918	405	2,025	659	1,902	611	1,818	700
Anchorage Community College	2,501	1,370	3,666	1,735	4,897	2,227	4,880	2,448
Kenai Community College	167	51	167	72	240	51	258	67
Kodiak Community College	151	49	157	42	115	35	178	53
Mat-Su Community College	97	31	88	27	149	52	182	55
Kuskokwim Community College	14	2	-	-	81	32	164	48
Southeast Regional Center	-	-	89	14	189	23	216	32
Southeast Senior College	117	31	172	46	212	51	345	89
Juneau-Douglas Community College	126	64	203	99	244	72	317	121
Ketchikan Community College	120	42	133	50	151	44	150	55
Sitka Community College	42	15	65	22	63	17	60	21
TOTAL	8,568	4,392	10,394	5,401	12,429	5,958	12,722	6,178

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which should have an appropriate dean or director to direct and administer such programs.

The University of Alaska at College already has a substantial community-college-type program leading to the associate degree which began back in 1963 with funds provided through the Manpower Development Training Act. The two-year program began as a twelve-month program that did not in the beginning lead to the associate degree but, as funding tapered off, the University of Alaska has gradually assumed more and more of the responsibility for the program and made it a two-year associate degree program. These programs are now totally funded by the University.

A total of 330 students are now enrolled in ten different two-year programs at College. They are: chemical science, computer information systems, construction technology, early childhood development, electronics technology, liberal arts, mineral and petroleum technology, police administration, science, and office administration. Except in name, then, the University of Alaska at College has, in effect, a community college of 330 students plus an unknown number of regular freshmen and sophomores who will not continue in the University beyond two years. This makes it the second largest community-college-type operation in the state.

We strongly recommend the organization of the Tanana Valley Community College as a unit of the University at College, utilizing the facilities available at the Hutchison Adult Career Development Center as well as the facilities available on the campus of the University of Alaska at College. Such an expansion of the activities of the University will require additional funding but at a level far below what would be required to build a new community college from the ground up.

The University is in an advantageous position to consider such expansion of its activities in view of its decline in enrollment this year. This drop

of seven percent does not appear to be the beginning of a trend in any sense, and it is believed that the University's estimate of its fall enrollment for 1974 of 3,282 is realistic. However, if that figure is realized, the University can still successfully manage the proposed new community college addition if it has the additional funds for the necessary equipment and additional faculty and staff.

Alaska has consistently been low in its tuition and fees assessed both at the University and in the community colleges. For the fall of 1973 the median cost for tuition, fees, and board and room for residents at all of the state universities throughout the United States if $1,644 while the mean is $1,671. Alaska is next to the highest state in the union at $2,022 for all fees, board and room for the in-state student.

For the out-of-state increment assessed, the median nationwide for state universities is $900 and the mean is $929. Alaska, at $600, is tied for seventh place from the lowest.

Thus, it would appear that Alaska could increase its in-state tuition and fees and not be out of line with other state universities but that total charges for room and board in Alaska are already quite high. This is probably a reflection of the higher costs of everything in Alaska since room and board charges ordinarily cover the actual costs of the services rendered.

When the total of the fees charged an out-of-state student are approximately equal to the per student cost of education, the number and percentage of such students enrolled should be of no major concern.

Definitions of residency status should be the same, and should be similarly interpreted, by all elements of the University - community colleges and at the Anchorage and College campuses alike. Out-of-state tuition should be equal by educational level throughout the University. This is not now the case.

It should never be forgotten that a certain number of out-of-state students enrolled in the University is a good thing, and in every campus out-of-state

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students can contribute in many ways to the cultural exchange that is an important element in higher education and there are also values for the state in having visitors from other states spend a year or more as students in Alaska. In turn, for their own benefit Alaska's students should be discouraged from receiving all of their degrees, bachelor's, master's, and doctor's degrees, from the same institution.

However, the University of Alaska is maintained by Alaska taxpayers primarily to serve Alaskans, and enrollment patterns must be maintained consistent with that basic purpose. This should result in students from all of the states, and from other countries, being enrolled in the University, but probably not to exceed twenty percent in senior college and not to exceed ten percent in any community college. These percentages would vary with the definition of residency, so that as the requirements for residency are increased, the percentage of out-of-state residents enrolled should normally decrease. Where interstate reciprocal agreements exist between the University of Alaska and universities in other states, the students involved should not be included in the computation of the out-of-state ratio. It is recommended that the out-of-state fee be adjusted upward as the most effective, and appropriate, means of limiting out-of-state student percentages, and hence, the subsidizing of non-Alaskan students by Alaska taxpayers.

The University of Alaska needs very much to strengthen its internal communications. Better dissemination of information could possibly save travel by making some meetings unnecessary and could save tremendously in misunderstandings and sometimes consequent excessive concern caused by lack of information.

The new President of the University of Alaska has shown that he recognizes many problems faced by the University, and he has already set about to concern himself with them. He has publicly announced that the entire University will engage in a systematic self-study which will not stop with a look backward, but

which will be primarily concerned with a look ahead and with the development of plans for the future. Such a study, he rightly says, must involve everyone associated with the University in one way or another. He expects many people to be involved and to be concerned about accountability to the Legislature and to the people of the state and with the very important problems of communications within the University itself as well as all those who support the University. The study, he says, must be concerned with problems of finance and the utilization of the resources alloted to higher education by the state so as to achieve the maximum possible benefits from the limited funds available. Moreover, the University serves the state, and it, therefore, must continuously furnish manpower and know-how as these may be needed by the state, both in governmental and in private enterprise.

The steering committee that will direct the proposed study has been called the Academic Development Plan Committee (ADPC). Included in the membership of the Committee are four members selected statewide, three from the south central region, three from the northern region, one from the southeastern region, and a student representative. The President explained that the term "academic development" includes the three major functions of a university - instruction, research, and public service - as well as supporting services. He went on to explain that the Committee would be expected to prepare a statement of goals or purposes for the statewide system. That is, he expects the Committee to develop a format for the collection and presentation of data concerning programs from all units of the statewide system in conformity with their goals and purposes, arrange for the collection of a wide variety of statistical data about the University, serve as a hearing committee where units of the statewide system may present their academic development plans and programs, arrange and conduct public hearings both within and outside the University family on aspects of the plan as they develop in draft form, and prepare the final draft of the academic

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development plan for publication and dissemination to all interested persons. He announced that the plan should reach final form by early 1975.

The University will also be going through the process of self-study looking toward an accreditation review visit. The President explained that the preparation for the accreditation visit will be primarily retrospective and minimally prospective, while he expects the ADPC Study to be almost entirely prospective. It is interesting to observe that the President anticipates that diverse views on the scope and purposes of the University will emerge, but he expects that the "shared traditions of reason and mutual respect will dominate" and enable the committee to come out with a reasonably acceptable concensus as a compromise academic development plan.

The President says that this will be a "major document of the institution" - hopefully a "strong guide" for the future of the University. Being developed by University personnel, it should have the support of key people who will be responsible for carrying out the provisions of the report.

The President's challenge is a serious one; it will involve a tremendous amount of work and planning, but clearly the future success of the University of Alaska as a system will depend upon some such general academic plan covering classroom teaching, adult education, extension, and everything the state attempts to do through its University. The new statewide plan will need to incorporate more autonomy for the regions and for the institutions within the regions. There must be more help and support and coordination (but not necessarily more control) provided from the statewide level.

At Fairbanks the need for an institutional self-study for the forthcoming accreditation visit was discussed. The vice president for academic affairs is conscious of the need for a plan for higher education looking toward the future and for the necessity to have a satisfactory data base, which would be as uniform as possible for the various units in the University of Alaska, with

exceptions and uniqueness to be provided for, in the collection of data. Any statewide plan should provide for increasing autonomy for the regions and for institutions within the regions. Institutions need more help and support and coordination (not control) from the statewide level. The statewide instructional council, operating in conjunction with the three separate regional councils, is already demonstrating that their creation was a wise move. The decision last September that new programs should be a regional matter rather than having to go back to the campus at College, has received wide acceptance. Some thought is being given to the need for programs to train vocational teachers. This matter should be studied and probably should be an element to be included in a future statewide plan.

The University is looking at its interdisciplinary programs at the master's and doctor's degree levels. Clearly, by comingling basic strengths in several related areas, the University is in a unique position to develop strong interdisciplinary programs such as the one developed in the Geophysical Institute. Consideration is being given to curricula in expressive therapy, such as art therapy, music therapy, etc. Systems science is a new approach. The graduate school at the University has been described as "somewhat free-wheeling." This can be good in a time of rapid change and in the academic community which is almost always essentially conservative. There are 2,300 graduate students in the University now, most of them part-time, who will in the future be attracted to the developments that are possible through close collaboration across departmental and discipline lines.

Members of the Board of Regents will need to think carefully about how a community college is organized as a unit of the University - say the Tanana Valley Community College as an administrative unit at College. What is done there could become a model for the state (and for other states, too, for that matter). It probably would not be wise to attempt to establish the community

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college as a unit of the University with its own faculty enrolling all of the students in the University for the first two years. This has been tried elsewhere and generally the faculty members in such a division are neither happy nor long contented and successful in their efforts. Members of the faculty in a department, say English, want to associate with all of the members of the faculty in the English Department at the University. Seldom is an instructor happy being appointed to teach freshmen and sophomores alone. Some administrator feel that even senior professors in a departmentneed to have some contact with freshmen in the classroom. The senior professor can contribute much by teaching at the junior college level himself, and he in turn should inspire future majors for the department. Over and above giving inspiration to students to go beyond the first course in the discipline he is teaching, he too learns much from beginning students struggling with the elements of the discipline.

At the top administrative levels, collaboration and innovation appear to be welcome. It is recognized that more needs to be known about what other universities are doing. There needs to be better internal communications also. There is a recognized need for organizing the people in a department, or an area, throughout the state in such a way as to stimulate improved communications and informed discussion as well as a division of labor.

THE RESEARCH INSTITUTES AT COLLEGE

The new President of the University of Alaska has already indicated his desire to have the Institutes associated with the University, and devoted largely to research, become more involved in teaching, and, wherever possible, the teachers in the various academic departments of the University will be encouraged to participate wherever it is feasible in their programs of work and have their students engage actively in work with the Institutes.

As an example, the Geophysical Institute has introduced an innovative experimental degree program in geophysics this year. The Institute has inaugurated an external degree program for students who have completed the baccalaureate degree with a strong background in one or more of the principal disciplines of physics, geology, applied mathematics, chemistry, or a branch of engineering, and they may work toward the master's or the doctor's degree, each of which requires a substantial thesis in addition to other requirements, or their equivalents, to be met. It is intended that there should be maximum flexibility in the external degree program,and students with a wide range of backgrounds and interests will be considered. The principal concern of those directing the work is to maintain a problem-solving approach and, wherever possible, generate atypical thesis subjects. The principal guardian of the standards required for the degree will be an advisory committee which will help design and approve an individual program of study and research according to the primary needs and interests of the student.

It is significant that only a small number of Alaska's natives persist to the baccalaureate degree, and none have taken the degree in a basic science. For this reason, the Geophysical Institute at the University has developed a

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science interest program for rural Alaskan students which provides scientific field trips to Washington, D. C., Boulder, Colorado, and San Francisco. A trip to Washington provides them opportunity to tour the nation's capital and visit the Smithsonian Institution and attend a session of the American Geophysical Union Conference. In Boulder, they tour the National Center for Atmospheric Research, the National Bureau of Standards, and visit the campus of the University of Colorado. In San Francisco, they visit Sonoma State College and see neutron activation analysis and mass spectroscopy as applied to environmental questions and also they can see work going on in low temperature phsycis.

The object is to introduce rural native Alaskans to the meaning of science - computers, astronomical telescopes, liquid helium equipment, etc. - and demonstrate the various aspects of science, and, hopefully, make it possible to ultimately recruit graduate students and professional scientific personnel from the rural Eskimo and Indian populations.

The University is to be complimented for these unique beginnings of a breakdown of the often imaginary barriers that shield the Research Institutes from all else that is going on around the University.

Those associated with the Geophysical institute consider graduate training an integral part of the total responsibility of the Institutes. While their teaching load is light, the supervision of individual research, training graduate students in the techniques of observation and analysis and encouraging them in their scholarship and creative activities all involve a great deal of time. The Institute currently provides approximately thirty research assistantships to graduate students thereby providing financial support through federal and state sponsored research projects of the Institute while students are earning their master's or doctor's degrees. Sometimes graduate appointments are awarded in association with other Research Institutes of the University for cross-

disciplinary studies that afford special training for future careers in the North. A few post-doctoral fellowships are also available.

Most of the senior staff of the Geophysical Institute hold faculty rank in one of the academic colleges and actually do some lecturing in the departments with which they are associated, e.g., physics, geology, mathematics, and engineering.

The external degree program, approved in May 1973, is restricted to geophysics, geology, geochemistry, and certain branches of engineering and environmental science. The program is sponsored by the Division of Higher Education and Science of the National Science Foundation. There is no residence requirement, and the candidate may complete requirements for a degree while employed full-time so long as he has the opportunity to do research along with his employment, he has the resources that are required, and he obtains the endorsement of his employer.

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ALASKA METHODIST UNIVERSITY

Alaska Methodist University has a number of interesting programs and new developments this year. The University has adopted a policy whereby administrators all teach at least one course. This is an economy measure, but it is also designed to enable administrators to maintain closer contact with students. Reports indicate that administrators enjoy their additional responsibilities as teachers. Some new faculty members have been appointed with unique and interesting qualifications. Included are a Nome Eskimo who has a master's degree in education from Harvard. He will teach in the area of intercultural studies and serve as coordinator of the Center of Intercultural Studies at the University. The new coordinator of the Center for Health Services, who holds a doctor's degree from California, also teaches nursing. Last year during the January interim terms, scheduled at Alaska Methodist University and Sheldon Jackson College, each institution employed a professor from the other institution to teach. This apparently is the first such exchange, and both institutions say they have benefited.

Last year, in fact, on January 1, 1973, AMU established a new format designed to structure its academic programs around four major areas as follows:

1. Center for Native Studies
2. Center for Environmental Studies
3. Center for Health Sciences
4. Center-Oriented Liberal Arts Studies

Building on the concept of four centers is a matter the University President and faculty expect will require some years for completion and final development. It is difficult to ascertain at this point just how far the

academic program of the University is affected by the new concept or what changes are actually being made.

The tuition-grant program has been of inestimable value to the students who attend Alaska Methodist University. Almost all of them take advantage of it, and the University people probably consider that the very survival of the institution has depended upon it. The President and other institutional representatives never fail to express their appreciation of that fact.

The requirement that the institution raise 22.5 percent of its operating budget from private gifts seems high in view of the experience of the University the past year and in view of the fact that the major private universities in the nation receive only 20.3 percent of their total expenditures from private gifts. In a recent publication by the Association of American Universities, there is a table showing that private institutions around the nation receive, on the average, 11.6 percent of their annual income from private gifts. Public institutions receive but 1 percent, and they receive 14.6 percent of their income from student tuition and fees while private institutions receive 45.3 percent from student tuition and fees.

Many people associated with AMU feel that inasmuch as the tuition-grant program is based upon the concept of providing aid to students to enable them to pay the excess of tuition at the private institution, over the amount they would pay if they attended the state institution in the same community, it follows that the state should be concerned only with the quality of the education the student gets at the private institution, not with the sources of its support. Accordingly, these people would like to see the requirement that AMU raise at least 22.5 percent of its operating expenses from private sources dropped entirely. It appears that a reconsideration of the requirement and of the procedure for approving the institution for the receipt of state funds needs

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further examination. We would support dropping the requirement that Alaska Methodist University must raise any certain percentage of its operating expenses in order that students who enroll there may receive a tuition grant. Assistance to individual students should not depend upon private gifts to AMU.

From the point of view of the people associated with Alaska Methodist University, the consortium between AMU and UAA is working quite well. A total of 259 UAA students are enrolled at AMU for a total of 954.5 semester hours of credit. On the other hand, a total of 120 AMU students are enrolled in UAA courses for a total of 313 semester hours. Thus, the University utilizes AMU for instruction more than AMU depends upon the University by a ratio of 3:1. In visiting the faculty and students on both campuses, one feels a bit more satisfaction with the arrangement among those associated with AMU. This is partly explained by the difficulties of communication throughout the University of Alaska and partly because it has enabled Alaska Methodist Universit to achieve a bit more of economy in its operations which is very essential to them at this time.

The Alaska Methodist University budget for the current fiscal year shows a decrease in current operating expenses for the first time in the last six years. In fact, if estimated income is realized, and, if budgeted operating expenses are not exceeded, the University should this year have an operating balance of $2,800 on June 30, 1974. As of this writing, the various economy measures, including having qualified administrators also teach and other economies, would indicate that there is a chance that the University can balance its budget this year. Regardless, however, if there is a deficit, it should not approximate the magnitude of each of those for the past four years. However, looking ahead, to achieve its avowed mission Alaska Methodist University must

find additional substantial sources of revenue for the coming years. This will be necessary even to survive.

A perusal of the October 1973 issue of the Alaska Methodist University Bulletin gives something of the range and scope of the program and activities and services of AMU.

A front cover article concerns the announcement of the gift of a 780-acre farm to the University by Board member Ms. V. Louise Kellog, who, in making the gift, stipulated that the land may not be sold and must remain intact and undivided. No more than half the acreage may be cleared, and the remaining part must be left in wilderness state. The announcement refers to the land as the "New Kellog Campus." The farm produces some oats and peas for silage along with some brome grass and vegetables. The University indicates that there are no definite plans for use of the farm at this time but that it can be used in conjunction with environmental studies and for courses in geology, ecology, wildlife management, and biology.

The Bulletin contains an article announcing the Carnegie Corporation of New York grant to AMU designed to help the University improve the educational opportunities open to Alaskan students. The grant first provides for an assessment of existing evaluation materials and then the development of new ones oriented toward the Alaskan population which it is claimed should be evaluated using different techniques than those provided by the usual standarized tests and evaluation procedures. The second component of the grant provides for the design of a program of tutoring and counseling to give faculty members and counselors the skills and sensitivities they need to communicate and relate to the Alaska population. Finally, the third part of the grant is for curriculum development. The University plans to study the educational needs of Alaskans and the limitations of the traditional academic coursework in order to determine other avenues that would speak more directly to the needs of the Alaskan student.

Another announcement concerns the graduation of thirteen nurses constituting the first four-year class from the School of Nursing and the expectation to graduate thirty-one students this year from the school.

An article refers to the University's new directions taking shape as a result of faculty, administration, and staff re-examination of goals, methods, and ideas. It is suggested that the University is to be remade in a form which will allow it to function more effectively in meeting the needs of Alaskans than traditional higher education is able to do now. It is pointed out that emphasis is upon thorough understanding as a basis and careful design as the process whereby new curriculum forms and content can be developed.

The Bulletin announces a new program under way called University Year for Action (UYA). This is an extension of ACTION, a federal program where talented people work in underprivileged areas. The University's program would combine ACTION volunteer work with college studies to allow students valuable experience in the field and participation in activities designed to make the world a better place. There are forty-three students involved in this program. Each has made a twelve-month commitment, working under a supervisor and an advisor who are faculty members seeing to it that the year's activities combine academic work with field experience after which the students receives credit and during the year he has received a living allowance. The program covers a broad range of experience - six students are working with the Public Defender's Office on case research; one to improve patient/administration communication at the Anchorage Native Medical Center; three are counseling at the Social Development Center; two at the State Human Rights' Commission researching cases of discrimination; one is in Nome working with the Norton Sound Health Corps; one is an assistant in the office; four are working with the Anchorage School District helping solve elementary students' problems at the family level; eleven work with Alaska Children Services; two work with people who have a variety of dis-

abilities at the Alaska Treatment Center; one is in Fairbanks with the Head Start Program; and, one is at the Anchorage Industrial Opportunity Center.

The Alaska Methodist University announces a number of interesting types of educational experiences provided during the spring four-week Intensive Study Term for 1973; a visitng professor of sociology took twenty-three students to Sweden where they stayed in Swedish homes and shared their own Alaskan heritage, experiencing the land and its people, and, in general, took a look at the country's culture and history. Two other professors took a group to the southwest visiting the Grand Canyon for a week, then they split up, one going to Zion and Bryce Canyon National Parks and the Lake Powell area and the Cottonwood Canyons to study unique geological features, concluding with a floating trip down the Colorado River. The other group of biologically oriented students went to Arizona and Mexico to observe desert biology and on to Mesa Verde to study the relationship between desert ecology and the Indians who live there.

Another professor took four students to nearby Nikolaevsk, a Russian settlement in Alaska, where they studied a lifestyle of great interest and charm harking back to preindustralized days. The students stayed in tents getting a taste of Alaskan outdoors while they looked in upon this preserved bit of old Russian culture.

A chemistry professor took six students to Vancouver Island for a spelunking (cave exploration) expedition. Their hosts were members of the island's Cave Exploring Group made up of University of British Columbia graduates, University of Victoria students, and local cave explorers. They learned about underground exploration, cave geology and biology, and cave conservation. Two Japanese professors conducted forty-five students on a tour around Japan where they were able to get at first-hand experience of the traditions, culture, and history as well as the contemporary lifestyle of Japan which, like Alaska, plays

an important role in the development of interaction along the north Pacific rim.

There were three courses based upon outdoor recreation, and after a week on campus learning the use of outdoor equipment and studying the territories they would visit, they went out into the mountains, tide-flat areas, lakes, rivers, etc., learning, through exeerience, to appreciate these areas and the necessity for their preservation. A class of ten students went with an instructor to learn mountaineering while another class was organized to teach kayak travel. After Alsska Methodist University had announced cancellation of its ski program, an anomymous donor made a grant of $40,000 for the expense of the program (to be reinstated) subject to the ability of the institution to raise $120,000, which the institution is attempting to do, and the President and his staff feel confident that the goal will be reached.

That same Bulletin announces a grant from the U. S. Office of Education to explore the possibilities of cooperative education in Alaska. The grant permits research and planning to discover the kinds of cooperative education appropriate for Alaska and how to implement such a program to permit a student to combine regular acedemic work with on-the-job experience that is related to his study.

Finally, there is an announcement of a seminar being offered this year through the Center of Intercultural Studies designed to explore Russian culture through the window of the Russian Orthodox Church. The seminar will include travel to centers in Alaska where early Russian cultural influence is still strong and a six-week study tour to the Soviet Union. The seminar will include discussions and study of theatre and film, arts, music, language and literature, politics, economics, the Church, art, media, history, and ethnography. The purpose is to study Russian cultural development as a whole rather than in pieces. This is announced as another endeavor at Alaska Methodist University

to develop an academic program relating to Alaska's unique cross-cultural, social environment and bring students into direct contact with their world.

This somewhat detailed analysis is intended to present a brief review of something of the spirit and direction of Alaska Methodist University, and it no doubt will be of interest to many people who will recognize a quite different approach than that exhibited by the usual four-year liberal arts college.

THE CONSORTIA AT ANCHORAGE AND SITKA

The consortium between the University of Alaska at Anchorage and Alaska Methodist University seems to be developing into a reasonably comfortable state of mutual accommodation to the necessities of the stated objectives of the arrangement. Cross-registration is working smoothly and satisfactorily so far as can be determined. There is little exchange of use of facilities. However, there are conversations going on between the administration and faculty of the two institutions and communications between them appear not to be strained.

The director of the consortium feels that there should be a corporate body representing the two universities and including their respective heads, which could pursue grants more effectively than is done at present. This problem is not new here, and it has been resolved elsewhere through close communication and participation in grant applications by the respective chief administrators of the two institutions involved. Administrators tend to see any type of single corporate body having authority over two or more colleges or universities as a threat on both sides. The consortium in Anchorage suffers more from incidents involving acceptance of credits and securing permission by a student in the University of Alaska to take a major that would involve his completing most of his courses in the major field at Alaska Methodist University. This problem can probably be worked out, but it is not a true and complete consortium when a student can be blocked by anyone in either institution because the courses he needs and must have for a major are only available in the other, and the institution from which he wishes to receive his degree will not accept the necessary number of such courses toward the student's major. (Even at the expense of having the student transfer to another institution.) This kind of

incident is mentioned because it has been reported. The Deans and others who are involved with making such decisions have agreed that they can work out a better arrangement more in keeping with the true spirit of the consortium and so that students will not suffer.

The consortium committee has a continuing task that should not be neglected through failure of the committee to meet. By October, there has been no consortium committee meeting during the previous three months. It would seem that during the registration period there would be many topics needing consideration by the consortium committee if it is functioning at its highest. In fact, this would be appropriate forum for discussion of any problems encountered by majors in one of the institutions who would be taking most of his work in the major field at the other institution.

In Sitka the consortium appears to be working out satisfactorily although cross-registration is not very extensive. Probably one of the most noteworthy developments in Sitka is the new library being built on the campus of Sheldon Jackson College and which will be used also by the Sitka Community College. The new building is progressing rapidly and will contain facilities for various media and, in every respect, it will be a fairly complete media building, except that within a few years there will be a shortage of space for books. Hopefully, any future addition to the building can be made without major change in its internal operation or arrangement. The new administration building is progressing also on the campus of Sheldon Jackson College. One of the hopeful portents for the future is the fact that negotiations are being conducted between the two institutions with reference to a suitable location for the new community college building. Plans seem to be crystalizing around a site adjacent to the main part of the Sheldon Jackson College Campus and which will be on land to be purchased by the state from Sheldon Jackson College. The site is near the location for the new Police Patrol School Building.

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One of the suggestions that has come to our attention is that in a situation like the one in Sitka, where there is a community college and a private college or university, it would greatly facilitate communications, and undoubtedly contribute to better relations between the two institutions, if the local community college advisory committee would invite the president of the private institution to meet with them - at least periodically. In Sitka the president of Sheldon Jackson College has no contact with the local community college advisory committee. The president of Sheldon Jackson College enjoys excellent relations with the University of Alaska and with the provost in the southeastern division. However, better communications between the community college and Sheldon Jackson College should be one of the goals of the consortium. The University utilizes qualified faculty from Sheldon Jackson College to teach graduate courses.

The status of the community colleges should be appropriately recognized by making the advisory committees statutory bodies. In so doing it would be well to include the president of the local private college or university, if any, as a non-voting member of the advisory committee so that he would have the privilege of attending the meetings of the body.

As an illustration of the importance of better communications in Alaska, there have been three grants made independently to three different groups to accomplish what seemed, in the beginning, to be essentially the same thing: (1) The Carnegie Corporation announced a major grant to Alaska Methodist University for "improvement in the quality and quantity of education for natives who have not been equipped to handle their sudden transition from a subsistence economy to modern, big business operations. . ." In the grant application there were comments about the need for managerial experience and training and education for natives to better manage their wealth; (2) The Kellog Foundation announced an even larger grant to the University of Alaska "to help Alaska natives acquire

the skills needed to manage their own increasingly complex affairs in a time of rapid social and economic change;" and (3) The North Slope Borough started a program to meet precisely the same objectives using Anchorage High School and the Community College and taking some new students who had just arrived at Sheldon Jackson College from Barrow. It happens that in this instance these three grants should not interfere with each other extensively, but, it is unfortunate that there is no good means of communication now that would prevent serious duplication of effort and resources and limit subsequent desirable cooperation. The University will need help from all of the other organizations in Alaska in the administration of the Kellog Grant of $667,000 to be augumented by University funds to give a total of one million dollars, which is intended to be used to encourage and assist in the recognition and development of leadership skills among Alaskan natives.

Presently in Alaska it could easily happen that various different organizations could be seeking grants to do essentially the same thing, at the same time, with the same people, when there should be overall communication and coordination. In addition to the above grants, Sheldon Jackson College received federal funds for the training of personnel in education in the schools that are serving Indian children in Alaska.

There have been some complaints that University "Statewide Services" does not seem to originate at one center and then spread out over the state uniformly. The problem is in the development of each region with certain autonomous regional controls over post-secondary education throughout the region. When this matter has been discussed with some of the regional administrative people, they insist that "Statewide Services" will in fact serve "statewide" and any problems in the past are on the way to a solution. It was even pointed out that the decentralization of the registrar's offices could at times create a block because credits become associated with a region. It is believed that these criticisms and (sometimes) minor irritations are merely the friction

Some of the problems at Sitka still persist and no doubt will for some time. The Community College, with the concurrence of the Regional Provost, finds it difficult to accept the Native Studies Program being run by Sheldon Jackson College, as a full collegiate program and give full academic credit for it. It is a developmental program for natives. They feel that it is a useful and valuable program but that they would not be justified in giving as much credit as Sheldon Jackson does for the work done. A step forward was recently taken with the appointment of a consortium curriculum committee of representatives from both Sheldon Jackson College and Sitka Community College. It is necessary that the representatives of the two institutions plan their curricula together.

Another friction point is Sheldon Jackson gives sixteen credits for the Police Academy program while the University will allow only a maximum of nine hours for it, depending upon the purpose for which the student intends to use the credits. It would seem that the representatives of the two institutions might agree upon a fixed number of hours of credit to be assigned, leaving it to the appropriate deans in the University as to how many units of credit would be applicable to each curriculum.

Institutions like the University tend to be degree-oriented while often, in dealing with native populations, a more non-traditional approach is needed.

The situation at Sitka illustrates a continuing problem in Alaska. Someone should have overall coordination and responsibility for all post-secondary education. In the case of the vocational-technical courses above the high school level, there is often not a clear delineation of responsibility. School districts should have responsibility for all academic programs from kindergarten through grade twelve. The University might well be given the responsibility for all work above grade twelve. Presently, adult education in Alaska is up for grabs, and what has worked in the past does not seem likely to work as well, or to improve as it must, in the future. Alaska has outgrown the system.

points of change which, under the capable leadership of University personnel, will soon be ironed out.

At the meeting of community college directors held in Sitka, there was considerable discussion of the need for a new and revised community college act which would better indicate the criteria for the establishment of community colleges; better procedures for funding community colleges, as indicated elsewhere in this report; a clearer definition of the role of community college advisory committees, even giving them statutory status; the governance of community colleges; and their articulation with other agencies, especially post-secondary agencies in the region and school districts.

Another serious concern of the community colleges, and, indeed, of all those interested in vocational-technical education throughout the state is a matter of funding vocational-technical programs that are offered at community colleges. Presently, much of the funding of vocational-technical programs in the community colleges is accomplished through the Division of Vocational Education where much of the state support for such programs is funneled through to the community colleges. This is a matter that deserves much serious consideration looking toward a more stable method of allocating resources to the community colleges for their vocational-technical programs. It would seem that the University could handle this aspect of the funding of the community colleges in exactly the same way as is done for the academic programs and that it all should be handled together. The University's Office of Planning and Development has been directed to present a proposal to the community college directors at their next meeting - probably in February. If a better plan for funding the total program of the comprehensive community college can be worked out, it would greatly enhance the efforts of the community college directors and their respective faculties in the communities they are intended to serve.

The provost in the southeastern region has indicated that the region might well be divided into three areas by the 56th and 58th parallels on the map. Then he plans to have the Sitka Community College director responsible for the Community College in Sitka and for extension courses and centers, if any, throughout the region between the 56th and 58th parallels. This would include Petersburg, Wrangell, and Angoon. Such an extension of responsibility of the Community College can be very important in justifying continued need for the Community College at Sitka.

ALASKA'S COMMUNITY COLLEGES

The community colleges of Alaska share in the growth of the most dynamic happening in higher education today, for they include college transfer courses, normally found in the first two years of the baccalaureate program, and technical and vocational courses, both credit and noncredit, all available to students of all ages. The community college is an American institution which performs many of the functions of traditional higher education and it renders other educational services uniquely associated with the comprehensive community college. There are now nearly 2,000 community colleges in the United States enrolling more than two million students. This is approximately one third of all of the nation's students now enrolled in post-secondary higher education. The great expansion in the public community college movement has occured since 1961 - the number of colleges has increased some fifty percent while enrollment has gone up much more rapidly. Still more community colleges are being opened every year and enrollments continue to increase. This tremendous growth is due to the fact that traditional post-secondary educational institutions historically have not been equipped to meet the challenge of the rapidly growing number of young people who desire higher education and they are not prepared to offer the career programs needed as a result of the national growth in industry and related demands for trained manpower. It is estimated that some 200,000 individuals newly trained at the semi-professional or technical level are needed each year, and, in addition, an increasing number of older people are interested in continuing their educational experience, many of them in non-traditional ways.

These new challenges raised by our society have produced the comprehensive community college - a new and different institution - and they represent a unique

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contribution to education made by this country. In fact, it is still a uniquely American institution. In addition to the community colleges there has developed in this country, and in Alaska, in response to local needs, extension centers that are operated by a parent institution. An extension center may have only a few courses, or only one course, offered at a given time, or it may offer numerous courses simultaneously, and sometimes a center offers even a well-rounded, balanced program, depending upon the community's needs. Continuing education, correspondence courses, and other statewide services have carried educational opportunities more widely to the people. These efforts are primarily limited by scarcity of potential students and money.

The community colleges in Alaska were included in the University System, which is dedicated to the idea that the state's most valuable resource is the individual talent and fiber of its citizens. To better insure the maximum utilization of this resource community colleges were established to broaden educational opportunities both for young people just out of high school and for adults in accordance with demonstrated need and subject to the limitations of finance.

Accordingly, a community college has to be looked at with reference to the following specific responsibilities:

(1) Usually the community college offers curricula that satisfy the requirements for the first two years of at least some baccalaureate programs. Courses that parallel University offerings, and which are transferable to the University of Alaska, or other four-year institutions, should be offered. If such courses follow a two-year prescribed curriculum the Associate in Arts or Associate in Science degree may be awarded.

(2) The distinctive characteristic of the community college is its provision for career-oriented programs that prepare students for immediate employment in technical or semi-professional work, and which can usually be completed in two years or less. When such two-year programs include about half general education

courses and the other half semi-professional or technical education, the Associate degree in Applied Science may be given.

(3) Providing general educational opportunities for citizens in their immediate areas seems to be a growing need and is a proper expectation of the community colleges. Such programs include evening classes, short courses, workshops, lectures, exhibits, concerts, dramatic presentations and folk festivals and in other ways meet the inservice, re-education and cultural needs of the immediate community.

(4) Thus, it is that to discharge these responsibilities community colleges must maintain superior faculties and staff whose primary service through the college is good teaching. The faculty will be selected, paid, and retained primarily on the basis of the excellence of their teaching.

(5) In promoting the intellectual activities of the community the community college needs to exert its influence to enrich and preserve the culture of the area which it serves. These objectives are met through offering both credit and non-credit courses and through an ever growing assortment of activities carried out jointly by the college and the community.

While it is true that the community colleges originated as locally oriented, locally supported and locally controlled institutions, and while there are definite advantages in the local orientation, support and control, the pattern nationwide is changing because of a shift toward state and federal sources of funding. The local tax base simply has not been sufficient to support community colleges in addition to the public schools already in existence. The increased mobility of people and families has brought about more standardization and a trend toward the statewide approach that was built into the Alaskan system from the beginning. This does not mean that colleges have to surrender their local orientation and the concern and help of the local community. The community college advisory committees in Alaska are becoming increasingly helpful in planning

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and coordination which must be statewide. In some parts of the nation, it extends into interstate, regional and even national coordination.

Having a single statewide coordinator working directly with the community colleges is a relatively new development assigned to coordinate programs statewide, reduce waste and duplication and excessive costs. In the beginning community colleges were reporting to the State Department of Education but in more recent years there is a shift toward placing coordination of the community colleges in with all state higher education. Sometimes the community or junior colleges have separate boards. With a vice president who is now specifically designated as one who will represent the community colleges in Alaska, there will be an advocate for the community colleges at the level of the Board of Regents or of State Government. He can be expected to help promote a statewide community college plan, promote the concept of the comprehensive community college, clarify the role of the comprehensive community college in the community and in the state system, help with the development of a community college law to provide for the orderly establishment of new colleges, consult with state officials and legislators concerning better funding of community college activities, stimulate up-to-date research and the collection of information that will help the Board of Regents to monitor the delivery of services through the community colleges. This vice president's responsibilities will be involved in the exercise of leadership in providing and carrying out the Board of Regents' master plan for the development of the community colleges as a part of the state system. In the future, statewide functions relating to the community colleges should be coordinated through the vice president's office. The vice president must be independent of partisan politics and he should have direct access to the Board of Regents at all times with the knowledge and approval of the President of the University.

Looking down the road ahead, it seems clear that the community colleges will increasingly become comprehensive two-year institutions serving throughout a wider area than the local community, organizing and assisting in public service and educational activities of the University, with increasingly stronger direction and continued substantial support from the state.

There should be statutory provision for the establishment of new community colleges indicating steps to be followed and in broad general terms the criteria to be used in evaluating a proposal, leaving the detailed criteria to be determined by the Board of Regents.

Broadly the steps to be followed in starting any new college should include careful development of a feasibility study by the local community, assisted by the university personnel who are knowledgable in the workings of Alaska's community college system and who should be appointed upon the request of the local community by the university provost of the region in which the proposed new community college would be located. The feasibility study should be carefully prepared incorporating the analysis of criteria that have been determinedby the Board. After it has been approved by the members of the local committee and the University personnel who have helped in its preparation by serving as consultants to the local committee, the proposal should go directly to the provost of the region who in turn should submit it through the vice president of the community colleges to the Board of Regents for their endorsement and submission to the Legislature, along with a recommendation for funding.

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A VISIT TO KODIAK COMMUNITY COLLEGE

One of the most instructive experiences anyone who would like to understand the community college and its problems in Alaska can have is to visit a typical community college. The following comments are based upon a visit to Kodiak Community College and includes some of the kinds of comments and criticisms directly off the "firing line" one can pick up in the course of a day's visit.

Kodiak Island, one of the Aleutian chain, has approximately 9,500 people living on the entire island, while the town of Kodiak has a population of barely 5,000 people. The community college is a cooperative educational enterprise involving the University of Alaska and the local school district.

Started in 1968 with ninety-five students enrolled in eight classes, the college has experienced rapid growth and in the spring of 1973 there were 588 students enrolled in forty-one classes, mostly in Kodiak, but there were also classes in six different locations throughout the Borough which includes the outlying villages on the island. Seventeen classes are given without college credit and they are locally sponsored. There are twenty-five classes for credit sponsored by the University of Alaska. The credit courses are for local high school graduates who wish to complete their first two years of academic work at the community college. This year the Legislature appropriated funds to start an associate degree program in fisheries technology at the Kodiak Community College. Presently, pilot courses are being offered in fisheries, and the first full year of operation will be completed in the spring of 1974. Local businesses, clubs, and other organizations have established six scholarships to enable that many students to attend the Community College this year.

The vocational programs (business education, home economics, and fisheries) were offered as a result of a community survey by members of the College Advisory Committee to determine the needs, most urgently felt in Kodiak, for vocational training. In the spring of 1972 the college sponsored a Fisheries Institute designed to bring specialists in the new technology in fisheries to the fishermen at Kodiak for an intense one-week institute. The response to that institute was so great, with over one thousand attending for the one-week period, that a second institute is planned for the first week of March this spring.

The college coordinates upper division and graduate courses in the field of education to meet the demand by local educators for courses to upgrade their teaching skills. Last spring eight teachers completed their requirements for the master's degree in education at the University of Alaska through Kodiak Community College-sponsored graduate programs.

Currently, there are approximately eighty students enrolled in the adult basic education program designed to bring the student up through the high school levels so they may successfully complete the GED test and receive the high school equivalency diplomas.

The college is approved as a testing center for the following tests administered for anyone in the area who would like to take them:

(1) Admission for Graduate Study in Business

(2) Certified Professional Secretaries Examination

(3) General Educational Development Test

(4) Graduate Record Examinatior

(5) Law School Admission Test

The college also proctors special tests at the request of a student or an organization.

Students are referred to community college programs by various agencies which pay the tuition and costs for such students. Currently, the college has

students referred through the Office of Vocational Rehabilitation, the Department of Welfare - WIN Program, the Department of Labor - MDT Program, and the Law Enforcement Officers' Program administered through the Department of Justice known as LEEP.

In October 1972 the college moved into its first building containing seven classrooms, a library, office, and student lounge. Because of the size of program and enrollment, many classes are still being held in the local high school. A second facility for the Kodiak Community College will include two classrooms, an arts and crafts room, a fisheries and marine diesel shops laboratory, and a maintenance shop and additional office space. This building is scheduled for completion in 1974.

This year the college reports a total headcount of 588, which is the largest the school has had since it opened. Community-oriented programs will continue to grow, and with the image of the college enhanced by the actual awarding of associate degrees for the first time last spring and with the college being housed in new, well-planned facilities, the enrollment will likely continue to grow.

While an on-site visit is impressive and one feels first like complimenting the state of Alaska, the citizens of Kodiak, and the fine staff associated with the college, there are still problems that need attention. For example, the budgets of the community colleges are too fragmented. There is the University appropriation. Then through the Department of Education funding for vocational-technical programs is provided. Finally, there is local assistance that is variable depending upon the institution and the interest and activity of local citizens.

There is need for better and more systematic budget building which is based upon a clearly articulated philosophy, guidelines, and principles everyone associated with the institution can know and understand.

It is important for the director of a college to meet with fellow directors from two to four times each year to exchange ideas, compare notes, etc.

Salaries in Kodiak, and in all of the community colleges, are a problem. The teachers in the public schools in Kodiak get higher salaries in some teaching areas. For example, the public school teacher with a bachelor's degree gets $11,500 while the teacher with a master's degree in Kodiak Community College receives $9,000. The University does use the statewide scale for classified personnel, but for professional people there is no adjustment for the added expense of living in the area. This hurts. It is suggested that consideration be given to the establishment of a twenty-five percent cost of living allowance for professional people living and working in Kodiak as teachers in the Community College as is done for certain other personnel.

The fees and tuition and sales by the college should not have to go through the Borough and be appropriated back to the college. Rather they should be made available directly to the community colleges.

The college is fortunate in being able to employ part-time people who are highly competent who live there, such as housewives, military personnel, and other professional people.

A visit to this school prompts the suggestion that one of the criteria for a community college in Alaska might be that there be a total population of five thousand people in the immediate service area and 9,500 (which is the Kodiak Island population) in the larger service area in which the college may offer courses at centers or by extension. It is also suggested that no community college should be established except after provision has been made for an adequate budget for the faculty and support staff amounting to at least one half-time librarian, a secretary, the director of the college, a minimum of two or three full-time instructors, a counselor, registrar and admissions officer who might

be part-time in that capacity and be doing part-time teaching.

Again, we repeat, this is but one of the community colleges in Alaska, and a similar, though quite different account due to local conditions, could be given of any of the other community colleges. The cooperation with the local high school at Kodiak, and the mutual exchange and help between the local high school and the community college is uniquely outstanding.

MORE SPECIFIC OBSERVATIONS ABOUT ALASKA'S COMMUNITY COLLEGES

We would like to report in somewhat greater detail some observations based primarily upon visits to the community colleges in Alaska from time to time beginning in September 1971, and continuing up to the present. The principal author of this report has visited most of the community colleges, some of them more than once, and he has attended hearings in communities where there are community colleges and where the public, faculty, and students have presented their various points of view in a free and uninhibited manner. He has visited with all of the directors of the community colleges (some on more than one occasion), the three regional provosts, the vice president for community colleges, and he has met with all of the Boards of Regents once and on more than one occasion has visited with indivudal members of the Board. He has had numerous conferences with various university administrators on the campus at College, and he acknowledges substantial help from the University's chief planning and development officer who has supplied basic statistical information and planning data collected and prepared by that office. The information that has emerged includes the following: (1) The largest and most outstanding community college, namely, Anchorage Community College, is located in Alaska's largest city and is closely associated with institutions which give major emphasis to their baccalaureate and graduate programs; (2) Community college programs in Alaska seem to get under way easier by offering courses that are applicable to baccalaureate degrees for they have found funding other types of courses a more serious problem; (3) Community colleges have often emerged from University extension centers so that the influence of the extension center philosophy can often be observed in the community college that is just getting under way;

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(4) Occupational programs have not received as much emphasis as they should have within the University system; (5) The community college advisory boards are all functioning and serving their role in each community college, but they need to be better informed and to have increased involvement with the college. Board members have served well in the local community, but there is a need for better communication from the University to Board members regarding community college functions and policies and regarding the need for future support of the community colleges; (6) The members of the Board of Regents might well give increased attention to the planning and coordination of community college education statewide. There is already evidence of greater concern for statewide planning and coordination of effort. It should be possible to better invoke the use of expertise throughout the University to help community colleges with specific problems and needs; (7) There is good reason to believe that the University of Alaska at College could well perform the community college functions that have been proposed, and which should be performed, by the Tanana Valley Community College, by including a community college as one of the units of the University of Alaska, perhaps called by a name to appropriately recognize the local community financial support, on a par with the College of Arts and Sciences, College of Education, or any other college or major academic division of the University. The University has the facilities and faculty, and it is already teaching the basic transfer type courses in its lower division which might also become available to students in the college which might be organized as a college within the University at College. Thus, under sympathetic University administration, and with appropriate funding by the Legislature, an outstanding community college could be developed and get under way immediately without an initial large outlay for facilities and with considerable savings of expense for administrative and teaching personnel. The situation appears to be uniquely right for a sympathetic university administration to develop such a component of the University at

College; (8) It is unfortunate that the state of Alaska has its community colleges and its vocational schools administered separately. It seems highly desirable to be looking ahead towards combining administration of all post-secondary high school work within one administrative structure by making vocational education an integral part of the comprehensive community college where the vocational school is located in the same or nearby communities. Consistent with the concept of the service area of a community college, those vocational schools within the larger service area of the community college could be administered through the community college if it ever becomes legally possible; (9) The communities in Alaska have made good use of what federal money has been available for the support of occupational programs through the community colleges. They could well use more of such funds. Funds would be used better if reasonable assurance could be given in advance of the availability of funds. This would permit better planning and determination of programs so as to get out the publicity well enough in advance to permit students to make their plans to attend.

The comprehensive community college must be permitted to operate free of some of the controls exercised by academic faculty members and administrators who are often heavily involved with graduate and professional programs and who lack the time and interest to become fully involved with problems of the community college. Certain defined limits of autonomy should be established to permit the community colleges to respond in a reasonably short time to local needs - especially in the "vocational-technical" and community services areas; (10) While the requested budget for each community college is identified in each legislative budget there has been insufficient input from outside the central University administration in decisions concerning the level of support requested and actually received for community college programs; (11) Except in the initial preparation of materials for a proposed operating budget, all done in accordance with prescribed forms, there has been insufficient participation by the directors of

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community colleges in the representation of the needs of their respective colleges to University budget officers or to the Boards of Regents; (12) The level of cost per full-time-equivalent student in the community colleges varies - in some instances this cost is below corresponding costs elsewhere in the United States for similar comprehensive community college programs while in others this cost figure has been high, especially where new programs are being developed with low enrollments. Courses and programs with low enrollments need to be studied more carefully. Where the cost can be justified, figures and facts should be available and used in analysis and justification of the programs. Where the cost cannot be justified, courses and/or programs should be cancelled; (13) Administration of the counseling and guidance function of the community colleges is variable. Directors of community colleges are to be commended for the way they have sought to provide counseling and guidance, even at the expense of long hours they themselves spend with students and prospective students. In some cases good counseling is being provided, on a voluntary basis, if a student seeks it. The community colleges should systematically arrange for each student to have the counseling and planning help he needs and such additional help during the year as he feels he needs. In some instances students can register without consulting anyone with the result that wasteful errors are made. Sometimes a student finds that he must take an extra course, or semester of work, because of poor academic planning which results from failure to consult a counselor in the beginning. More attention should be given to other student services, including health services, at each of the community colleges; (15) The fact that community college faculty and teachers accept the philosophy of the comprehensive community college more fully, and understand it better, than do the faculties of the senior and graduate divisions of the University does not in itself mean the two groups cannot work effectively side by side cooperating and reinforcing each other.

In the past, faculties in some academic departments would sometimes minimize the status of their counterparts in other departments, noticeably those in the professional areas, but that feeling has not prevented close collaboration and sharing of space, facilities, and even of ideas across departmental lines. Similarly faculties can include the community college faculty as partners in the very complex teaching process; (15) While local community college advisory boards are especially useful in discussion of feasibility and need for programs, they also need to be utilized in helping the college carry out all of its functions. They need to focus more on serving students other than those who have ability and the interest to pursue a four-year baccalaureate degree program; (16) In general, Alaska has encountered no major problems with the transfer of credits from the community colleges to either public or private institutions in Alaska or to out-of-state institutions; (17) The University has done substantial planning for the development of its community colleges, yet new ones are sometimes established without sufficient planning for the new college to fit into a statewide plan; (18) Because of the great interest in the comprehensive community college type of education in Alaska and in the concept of overall planning for education at all levels throughout the state, it would seem highly desirable at this point for Alaska to create a coordinating body that would in no sense usurp the authority of the Board of Regents, but which would in its advisory capacity assist the Board of Regents through planning and assembling information and recommendations for the Board of Regents and which could be made available to appropriate legislative bodies also; (19) The extent to which the comprehensive community college idea has been accepted and realized in Alaska and the effectiveness of the University administration in getting such programs under way merit commendation rather than criticism. However, the present community college programs and services should be looked upon as merely a platform from which new programs can be developed and present programs

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expanded as is already happening. The concept of a community college, such as the one in Sitka, serving as one member of a consortium with Sheldon Jackson College and also serving its area developing and administering programs of all sorts, even graduate programs, in the interest of serving the people throughout its service area is new and is an extension of the community college idea. It seems appropriate in the Alaska setting. This concept will surely be considered by other community colleges than Sitka, and, if properly developed and supported, it could enable the University to better serve more people at lower cost and provide them what is most appropriate to their needs and desires. Such an extension of function, coupled with improved communications can and will demonstrate its effectiveness to the advantage of all of the citizens of the state.

Among specific and high priority needs of the University of Alaska is for a conference center at the Auke Bay campus in Juneau, designed to serve all of Southeastern Alaska. The 1973 Report pointed out this need and endorsed the University's request. This continues to be an important need which must ultimately be met. Further delay only increased the cost of construction.

THE COMPREHENSIVE COMMUNITY COLLEGE

The Comprehensive Community College in the United States is a development that derives from needs for educational programs that are especially adapted to young people, and older adults as well, who have completed high school but for financial, personal, or other reasons are not able, or do not desire, to continue their education in the traditional college or university. The community college also was designed to serve those who drop out of school before completing high school, some of them being older adults who may even wish to continue working toward completing the requirements for a high school diploma, as well as to develop some new skills useful in the world of work, or who just wish to learn more about something. A comprehensive community college then has come to accept as its role the development of an appropriate and diversified educational program to serve a wide variety of people by giving them a choice of: (a) the first two years of the traditional college level academic program; (b) two-year terminal programs usually leading to the associate degree; (c) particular programs that provide training for employment, usually of two years duration, and leading to a certificate or diploma in most areas; (d) programs designed to update occupational skills and retrain individuals for new occupations; (e) programs for cultural and personal enrichment; and, (f) basic adult education.

The comprehensive community college was developed to provide whatever is needed by the adult population throughout the community being served by the college.

Sometimes the traditional collegiate academic programs given in the community college are called "transfer programs." Many two-year colleges do no more than this, partly because many students and their parents want the

regular first two years of college, hopeful that they may be able to go on to a four-year college somewhere else and earn a degree. Also, most of the first two years of general education taken in college is easier to provide in terms of staff and facilities, and it is less expensive than many vocational and technical courses. This has not all been bad, for many young people in Alaska with the ability to pursue a bachelor's degree have, in the past, been unable to do so because of limited financial resources and because of the distances, and high cost, of institutions giving the baccalaureate degree. The community college nearby makes it possible for many families of moderate financial circumstances to send their sons and daughters to the community college for two years. Then with the help of financial aid, and work, it is much more likely that they can find a way to transfer and complete regular degree programs somewhere.

Another matter of importance is the fact that many high school graduates in Alaska lack the sophistication and maturity of the high school graduates from large urban centers so that when they go to a large university, they feel lost and they are sometimes unable to adjust easily to the university situation. Having a place for these young people to spend their first two years of college in a community college near home results in academic success for many who might otherwise have experienced failure at the University.

It is generally recognized that American higher education has seriously neglected two-year terminal programs that normally prepare individuals for some useful occupation where trained personnel are needed, and which symbolizes completion of two years of terminal type education by the awarding of the Associate Degree. With the massive expansion in technicological areas there has developed a rapidly growing demand for special training, especially for people trained for serious semi-professional occupations. This type of education is viewed as a matter of first priority in many places.

Alaska is only now getting its community colleges organized and oriented toward preparing personnel for these types of positions. In spite of the fact that educational leaders have long advocated two-year terminal programs the four-year institutions have been so busy with their expanding four-year degree programs, while new two-year colleges have had such difficulty receiving the proper attention and financial support from state legislators, that associate degree programs were generally overlooked almost everywhere. The estimated need for persons trained in up to two-year post-high school occupational degree programs in such fields as data processing and computers, the Health Services, law enforcement and correction, electronics, service jobs and middle management in business is still very great indeed. The need is found especially in those jobs that require no more than two years' training.

There are a number of shorter type training programs which prepare people for immediate employment and which usually carry some form of recognition, such as a certificate or a diploma presented upon completion of a program. Many such programs are given by business and others who employ such people. However, it is being recognized that these programs are just as important to a significant segment of the adult population, and young people in the community who have dropped out of school, as are other types of educational needs. Accordingly, they are receiving increasing attention nationwide as well as in the community colleges in Alaska.

There is no sharp distinction between educational requirements that might be met with a shorter certificate program and those that require a two-year occupational associate degree program. In general, the shorter programs are limited to developing specialized skills for certain specific jobs. Such training can sometimes be completed in a course that lasts only a few weeks, while in other cases by courses that might extend over a year or two or more.

Some of the colleges, especially the vocational schools in Alaska, have developed programs to the point where instruction is strictly individual. That is, the individual student can enter the course at any time, receive his instructional materials a module at a time, and complete the work prescribed for each module, working on his own at his own pace, utilizing various instructional media as described in the instructions given to him, with an instructor nearby who can be called upon at any time as he may be needed. The student works at his own pace and completes the course or program in whatever time is required. Some may take half the normal time while others may take twice as long to complete a given course working at their own pace.

The colleges in Alaska have experimented with the use of various media to advantage. The lack of adequate funds for experimentation, and for the purchase of new learning tools, is still a handicap in the community colleges in Alaska. It is recommended that more funds be allotted for experimentation and for actual use in a greater range of teaching aides than have been available in the past in Alaska's community colleges.

Alaska has experienced a significant reduction in the requirements of unskilled labor as is true nationwide. There is occupational displacement and obsolescence resulting from increased automation. Moreover, there is increasing awareness that the best way to reduce unemployment and the correlated public welfare problems is by training people who are out of work for employment in other fields where there is need for people who have had the required training and where they can earn a living.

Overlapping this kind of special educational need is the need to train people who already have jobs to do better work, and, thus, advance themselves in their work situations. There is a need for programs designed to help workers keep up with advancements in their fields and prepare them to do their jobs better or even for promotion to a new job. This is something intended to

assist a wide variety of personnel, from those doing the lowest type of work in an organization to those who have completed specialized training programs. In some cases, such programs are needed for those who have earned college degrees. For example, a college organized a program for employed engineers who wished to take a course in advanced mathematics to help them better understand newer developments in engineering applicable to their own work. Another course being taught by a community college is intended for nurses and it provides them training in the newest in patient care. Another course consisted of a group of small business operators who met for two hours each of three evening sessions to learn more about inventory management.

The assumption that such needs are being met by business and industry which employs workers is not true in Alaska, as indeed it is not generally true elsewhere. Throughout Alaska most organizations and agencies do not have a sufficiently large number of employees to warrant special training programs for workers in a particular business. Moreover, the state is justified in providing business education services for business and industry through the community colleges since they pay a substantial share of the taxes which go to support the colleges. It is something the college ought to undertake also because they are in the best position to recruit teachers who can best assure success in the educational task.

In Alaska the community colleges have been so restricted in the funds available to them, and they are generally so busy with their general education and occupational-type programs, that there has been little time for any of the colleges to serve broadly the personal and non-occupational needs of the adults living in their service area. "Man does not live by bread alone." While this is recognized, and there are many non-credit courses in Alaska, especially in crafts and through making courses of general cultural interest available either with or without credit to people on the basis of their personal interests,

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there is still a broad area where the colleges can do more in the future. Examples include personal interest conferences, workshops, institutes, and musical, dramatic and concert series to serve the community. These aspects of the community college in Alaska are not stressed as they could be. The community college should perhaps become the adult cultural and recreational center of the entire community. Adult participation in art, music, drama, sports, forums on public issues, seminars in various phases of home-making and child care sponsored by the college, could and should be promoted more vigorously and recognized as part of the workload and accomplishment of the community college. There are a few instances of adults taking courses that teach household repairs or give an introduction to simple electronics, etc., for the down-to-earth practical value such courses may have for them.

Now people find themselves working shorter hours and with longer vacations, earlier retirement, and living longer. Thus, these kinds of programs for adults take on increasing importance. The community college should be encouraged, and appropriately assisted and rewarded, for recognizing their opportunity and obligation to serve such adult needs.

The community colleges have been generally available to assist in what has come to be known as basic adult education, much of which is carried on in Alaska through other agencies. Many of those who have not completed high school or grade school find themselves relatively unemployable and unable to take community college programs that might help them prepare for some useful occupation. The community college can organize classes in basic elementary and secondary school subjects by adadpting their teaching methods to the background and special interests of such groups. Sometimes individuals take basic education courses and go on to complete the requirements and receive their high school diplomas. These programs are being offered through the career development centers. There has been substantial interest and federal support for this work. In some places

the public schools attempt to provide basic adult education but experience generally shows that when these programs are offered through the community college, and are administered by it, participants are more interested and they stick with the program longer. This is no doubt partly because being identified with a college and being associated with other adults like themselves, even including functional illiterates who are learning, rather than with elementary and secondary school youth, is more attractive to them. It is something the community colleges in Alaska can well take more seriously than they have and for which they should receive adequate financial support.

It seems that few educational programs in the United States stimulate as much controversy over basic organization as do the community colleges. There are examples of almost every kind of administrative structure imaginable in existence and in most instances those responsible for a particular arrangement can make a case for their particular choice. In higher education a committed administration and faculty, given the need for a college and the necessary fnnds, can have a good program even through the administrative organization may seem inadequate. However, an analysis indicates that some colleges and systems have a higher probability of success than others.

In Alaska, as in most other states, training for employment in an occupation takes place through a dual arrangement: the community colleges and the vocational-technical schools. Some states also offer such training in public four-year colleges and universities and in private institutions. When four-year colleges became swamped with students pursuing master's degrees they tended to neglect the less-than-degree-length programs, considering the baccalaureate programs to be their primary function. This has increased the need for two-year colleges and vocational schools. While this is probably mainly due to the fact that admission to a four-year institution indicates a preference for four-year programs, the fact that two-year programs are dropped first by institutions

having to cut back their total offerings creates the impression that they look down upon the two-year programs. The substantial federal funds made available for occupational programs have lead to the development of vocational and technical schools for post-high school occupational training. Some states use these funds to develop vocational-technical courses through their community colleges.

The two-way track in post-secondary education arose in other states. But in those states, the size of the community college was such that a separation into two separate institutions might have been indicated in any case so as to reduce the total number enrolled in each college. In Alaska the community colleges offering nearly all transfer type courses sometimes find enrollment is too low to justify offering many classes, indeed, some of them have so few students enrolled in transfer courses that the cost per full-time-equivalent student is so high that continuance of the college for standard transfer type courses alone would be seriously questionable. Throughout Alaska the comprehensive curriculum will be necessary if the post-secondary educational needs of the community are to be met. It is true in every state, and especially so in Alaska, that many of those completing high school are uncertain about their future work and their field of interest. If they start in vocational school, or in a collegiate type program in a community college, they often discover where their real interests lie, that is, they "find themselves." If they want to change educational objectives, they would often have to change institutions. When such a student drops what he is doing, he often fails to re-enroll at all, and even if he does, the school to which he transfers often cannot grant fair recognition for the work he has already completed. For these and other reasons, it is believed that the comprehensive community college curriculum can be made to serve the needs of Alaska better than a specialized institution could because it provides for easy horizontal transfer by students.

That is, the student can make a complete shift in his or her vocational and educational objectives without changing institutions.

Financial considerations are important also because many vocational and technical programs require expensive equipment and either individual or small group instruction. In a comprehensive community college where there is a possibility of sharing facilities between programs, better use can be made of the laboratories, classrooms, and instructional staff. Moreover, the full-time-equivalent student cost for administration and support services is less than for two or three distinct colleges or schools. It has been found to be good for students to be in a learning atmosphere where there is diversity and where a variety of interests are represented. The comprehensive community college appears to have greater holding power for the student, at least after he has enrolled and settled in and has become acquainted.

Many of these same arguments are valid to support a case for the community college as a division of the four-year college or university located in the same community. Many state universities have developed a comprehensive community college as a separate college, or division, of the university enjoying parity with each of the other academic units, such as the College of Arts and Sciences, College of Engineering, College of Business, etc. In one university the unit is called the "Vocational-Technical College," and it offers short vocational and technical courses as well as two-year programs leading to the associate degree, a four-year curriculum that lead to a baccalaureate degree, and it has recently added a master's degree program in criminal justice.

One of the group of consultants who visited Alaska two years ago is the President of Idaho State University where there is a division responsible for what is essentially comprehensive community college work serving the local community. Students come from great distances about over the state to take work in vocational and technical fields. They are a part of the total university.

There are no "second class citizens." Moreover, the faculty in the community college, that is a part of the university, enjoy greater prestige in the academic world as University appointees. But such programs as integral parts of a university can succeed only if the president and faculty of the University are strongly supportive of them. It has been noted by various observers that while a certain snobbishness and relegation of teachers of vocational subjects to second class status, was rather prevalent a few years ago, these attitudes are changing rapidly and now are generally the exception rather than the rule. One factor is the rapid increase in the occupational curriculums being offered, the many new programs being developed, and the substantial growth in enrollments in such programs. The former more narrowly oriented liberal arts faculties and administrators no longer generally predominate in academic administration. The comprehensive community college, where it is organized as a unit of the state university, seems to be the most likely to best meet the needs of society for post-secondary educational preparation for vocations.

In summary, those engaged in work and planning looking toward participating in Alaska's already extensive community college program do well to keep in mind the FIVE FUNCTIONS OF THE COMPREHENSIVE COMMUNITY COLLEGE:

1. Provide the first two years of a baccalaureate degree program.
2. Provide programs through which students prepare for an occupation - vocational or technical.
3. Provide general education for all students.
4. Provide educational services that are needed in the community.
5. Provide guidance and counseling services for students and prospective students in the community.

The Criteria for Establishment of New Community Colleges

With completion of the Alaska pipeline and the resultant stimulus to the Alaska economy in many ways, and realizing the lag in post-secondary enroll-

ments in the University of Alaska at College and the growing need for further educational opportunities for the people of the state, it seems clear that pressures of enrollment increases in certain areas, notably in Anchorage, will continue and there will undoubtedly be more local requests for new community colleges and extension centers. Like most other states Alaska will be unable to satisfy all desires, and, for that reason, it is most urgent that the Board of Regents formulate guidelines for the approval of new colleges and that a new community college not be set up by the Legislature. The new act should broadly, and in general terms, provide criteria and support for choosing wisely where and when new colleges shall be established.

No new college should be established, or given serious consideration, until there is a feasibility study showing the need for the new college in the light of new criteria for the establishment of a new college established in advance by the Board of Regents. These criteria might include the following:

(1) Evidence of need for a new college. The feasibility study should describe the region and why it needs such an institution and document reasons for believing there would be sufficient enrollment to enable the new college to operate efficiently. The criteria should include a requirement of reasonable assurance of future employment opportunities for the graduates of the college.

(2) A minimum population guide. The area to be served by the new college should have a minimum population of approximately 5,000 in the immediate community, and an even greater number (roughly 10,000 persons) living within a commuting distance of an hour or so. These suggested population figures could insure a minimum enrollment for a limited type of community college. The particular area seeking a new college should afford employment opportunities for students and for graduates from the school.

(3) Future of the community. This is important in planning a community college. It should be located in an area that is going to need the benefits

of community college educational opportunities increasingly, because of future economic growth and development in the area or because the area needs economic rehabilitation. There may be communities where economic growth is not indicated still a sufficient number of people need access to the community college to permit them to develop and to upgrade their skills for future employment.

(4) Community support. There should be clear evidence of a certain level of support that the community is able to provide, such as land, facilities, etc. Evidence that the community appreciates the types of programs the community college can provide may be even more important and critical than financial support.

(5) Local interest. There should be clear indications that there is good local interest and leadership that will help the college continue operation and which can be helpful in using its resources.

(6) Potential enrollment. There should be a clear initial potential enrollment of one hundred students with a potential of three hundred students within a period of three to five years. If there are extension centers, or other competing educational institutions in the area this number should be increased correspondingly to guarantee approximately this number of students for the community college being proposed.

(7) Relationships to other institutions. It should be clearly ascertained that the proposed new institution (college) will not conflict with either existing public or private institutions or programs in the same geographic area.

(8) Adequate physical site. There must be clear evidence of a site satisfactory for any future development of a community college. Accessibility, parking, and availability of public utilities as well as land should be considered.

(9) The availability of competent part-time faculty as well as the probable ability of administrators of the college to go out and employ full-time faculty should be ascertained.

(10) The larger community from which the proposed college might draw students should not be such as to require more than approximately one hour of commuting time by students who might wish to attend while living at home.

Not all of the existing community colleges in Alaska meet all of these criteria. However, this does not invalidate the importance of seeing that these criteria or similar ones are clearly met before plans for a new college are developed. The financial burden upon the state of Alaska for the delivery of quality educational opportunity is already becoming too heavy to enlarge the state's efforts in areas of low productivity and excessively high costs.

Public hearings held over the state by the Legislative Council's Committee on Higher Education have clearly indicated widespread interest and support in high quality community college educational opportunity in Alaska. One can infer from numerous questions and comments during the public hearings that many people do not fully understand the comprehensive community college, nor do they fully understand the strength the community colleges derive from their being a part of the State University. Improved communications and dessemination of public information about Alaska's post-secondary educational opportunities are matters to be worked out in the years ahead. The concept of the open community college that admits anyone who has the desire and who can profit from attendance is a good one. It should be preserved as a worthy goal that is still valid, especially in Alaska at this time. Continued improvement in counseling and guidance and other support services are very important.

Even with the application of the proposed criteria in individual cases, it cannot be assured that new community colleges will always be established in the most strategic places. Also, even though a given location may meet the criteria it could happen that some other location would be more strategic from a statewide point of view. Thus, the criteria proposed, if adopted and amended, if necessary, by the Board of Regents, still cannot serve the purposes of an overall blueprint, showing strategic locations for community colleges and

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extension centers. If there are well-developed feasibility studies for proposed new institutions, within a general statewide plan, the criteria could then be employed to determine if and when a new institution could be established advantageously. A great advantage of having a set of criteria is that any proposal for a new college would have to include a carefully developed feasibili study which would provide specific information relative to important considerati that should enter into any final decision to establish a college.

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